UNITED STATES BUREAU OF EDUCATION
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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS

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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

ANNOUNCEMENT.

With the design of increasing its usefulness as a central agency of information regarding educational literature, the Bureau of Education will issue monthly an annotated list of current educational publications. The lists will be cumulated at the close of each year in the annual Bibliography of education, already a regular publication of the bureau.

It is planned to publish the circular, the first number of which is herewith presented, at the middle of each month, and to mention in each issue the most important books, periodical articles, and society publications in English on educational topics, which have appeared since the compilation of the preceding monthly list. Of publications in foreign languages, titles selected for interest and value to American educators are to be included. Descriptive and explanatory notes will be added to entries wherever deemed necessary, and concise general presentations of appropriate bibliographical and literary topics are contemplated.

Books, pamphlets, etc., intended for inclusion in this record should be sent to the Library of the Bureau of Education, Washington, D. C.

BOOKS AND PAMPHLETS.

Angell, James Burrill. The reminiscences of James Burrill Angell. New York, London [etc.] Longmans, Green, and co., 1912. 258 p. illus. 12°.

In addition to accounts of Doctor Angell's early life and public career, this book contains chapters on his Professorship in Brown university, Presidency of the University of Vermont, and Presidency of the University of Michigan.

Büttner, Hermann. Zur grundlegung des erziehungs- und unterrichtsbetriebs an unseren höheren schulen; mit besonderen ausführungen über die hausarbeiten, die schriftlichen klassenarbeiten und den deutschen aufsatz. Marburg in Hessen, N. G. Elwert, 1911. 113 p. 8°.

Christiania. Universitet. Det Kongelige Fredriks universitet. 1811–1911. Festskrift . . . Kristiania, A. Aschehoug & co. (W. Nygaard) 1911. 2 v. illus. f°.

Cope, Henry Frederick. The evolution of the Sunday school. Boston, New York [etc.] The Pilgrim press [1911] 240 p. 12°.

Field, Jessie. The Corn lady; the story of a country teacher's work. Chicago, A. Flanagan company, 1911. 107 p. illus. 12°.

A series of letters, each a record of practical experience, on country-school and country-life improvement, from a "Country teacher."

Fitzpatrick, Edward A. The educational views and influence of De Witt Clinton. New York city, Teachers college, Columbia university, 1911. 157 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 44.)

Graf, Alfred. Schülerjahre, erlebnisse und urteile namhafter zeitgenossen. Berlin-Schöneberg, Fortschritt (Buchverlag der "Hilfe") g. m. b. h., 1912. 360 p. 8°.

Hatch, Kirk Lester. The high school course in agriculture. Madison, The University of Wisconsin, 1911. 40 p. 12°. (Bulletin of the University of Wisconsin, no. 441. High school ser., no. 12.)

Bibliography: p. 37–40.

Henderson, Charles Hanford. Pay-day. Boston and New York, Houghton Mifflin company, 1911. 339 p. 12°.

Advocates a social regeneration through the elimination of profit, and a renovation of education by making it an ideal enterprise standing for human integrity and quality.

Herrick, Cheesman A. Reclaiming a commonwealth, and other essays. Philadelphia, J. J. McVey [1911] vii, 201 p. 12°.

Contents.—Reclaiming a commonwealth.—Education the keystone of power.—Old and new education.—Samuel Miller's retrospect.—Unconscious education.—The Nestor of American schoolmasters.—Professional ethics.—A new commercialism.—Supervision of high schools.—Old age pensions.—Retirement funds for teachers.

Inglis, Alexander James. The rise of the high school in Massachusetts. New York city, Teachers college, Columbia university, 1911. 166 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 45.)

Bibliography: p. 161–166.

International commission on the teaching of mathematics. Mathematics in the public and private secondary schools of the United States. The American report, Committees III and IV. Washington, Government printing office, 1911. 187 p. 8°. (U. S. Bureau of education. Bulletin, 1911, no. 16.)

Jackson, Edwin R. Forestry in nature study. Washington, Government printing office, 1911. 43 p. illus. 8°. (U. S. Department of agriculture. Farmers' bulletin 468.)

King, Harry Edwin. The educational system of China as recently reconstructed. Washington, Government printing office, 1911. 105 p. 8°. (U. S. Bureau of education. Bulletin, 1911, no. 15.)

Lindt, Richard. Missstände im unterricht und im prüfungswesen der hochschulen und ihre beseitigung. Charlottenburg, G. Heydenreich, 1911. 31 p. 8°.

Lutes, Della Thompson. Child, home and school. Cooperstown, N. Y., The Arthur H. Crist co. [1911] 307 p. 12°.

Marks, Jeannette. A girl's student days and after. With an introduction by Mary Emma Woolley, president of Mt. Holyoke college. New York, Chicago [etc.] F. H. Revell company [1911] 124 p. 12°.

Wise and forceful suggestions for girls who would make their school aud college days count for more, both while they last and as preparation for the work that is to follow.

Montessori, Maria. Antropologia pedagogica. Milano, F. Vallardi; [etc. etc., 1911] x, 438 p. illus. tables. 8°.

Peabody, Francis Greenwood. Sunday evenings in the college chapel. Boston and New York, Houghton Mifflin company, 1911. 300 p. 12°.

Reinsch, Paul S. Intellectual and political currents in the Far East. Boston and New York, Houghton Mifflin company, 1911. 396 p. 8°.

Among the chapter headings are Intellectual leadership in contemporary India, The new education iu China, and Intellectual life in Japan.

Strassburger, Ferdinand. Die mädchenerziehung in der geschichte der pädagogik des 17. und 18. jahrhunderts in Frankreich und Deutschland. Strassburg, J. Singer, 1911. 188 p. 8°.

Torchia, Francesco. Pensieri e proposte sulla scuola media. Milano-Roma-Napoli, Società editrice Dante Alighieri di Albrighi, Segati e c., 1911. 155 p. 8°.

Williams, Edward F. The life of Dr. D. K. Pearsons, friend of the small college and of missions. New York, Boston [etc.] The Pilgrim press [1911] 308 p. illus. 8°.

Wyer, James Ingersoll. The college and university library. Chicago, American library association publishing board, 1911. cover-title, 18 p. 8°.

Preprint of Manual of library economy, chapter iv.

ARTICLES IN PERIODICALS.

Adams, Edith E. A Froebel pilgrimage. Western journal of education (Ypsilanti) 4: 397–404, November 1911.

Account of a trip through Europe made by members of the International kindergarten union of America in the summer of 1911.

Adams, Mabel E. Welfare work at Horace Mann School (Boston, Mass.) Volta review, 13: 381–86, December 1911.

How the child is provided with conversation classes, with out-of-hours teaching if necessary, is fitted for a trade, and helped to employment upon graduation.

Andress, J. Mace. The aims, values and methods of teaching psychology in a normal school. Journal of educational psychology, 2: 541–54, December 1911.

"References": p. 554.

A brief aualysis to determine the aims and values of psychology in the normal school, and the principles of teaching that would naturally grow out of them, together with some methods which the author has fouud useful in his own classes.

Austin, Gertrude. Danish schools for adults. Southern workman 40: 624–35, November 1911.

Ayres, Leonard P. The money cost of repetition versus the money saving through acceleration. American school board journal, 44: 13–14, January 1912.

Gives statistics based on the returns from a cooperative investigation conducted in the spring of 1911 by the Division of education of the Russell Sage foundation and the superintendents of schools of 29 cities.

Babcock, Ernest B. The school garden city—its possibilities. Sierra educational news, 7: 39–40, December 1911.

A short sketch of the school city conducted on the campus of the University of California.

Bobbitt, John Franklin. The efficiency of the consolidated rural school. Elementary school teacher, 12: 169–75, December 1911.

Shows the importance of the consolidated school as a conserver and promoter of the "country-life movement."

Brubacher, A. R. Teachers' meetings. Their purpose; character; frequency and program. American education, 15: 160–63, December 1911.

"Address delivered at October meeting of New York state council of superintendents."

Central association of science and mathematics teachers. Report upon the teaching of physics in segregated classes. School science and mathematics, 12: 19–26, January 1912.

Willis E. Tower, chairman.

Read before the physics section of the Central association of science and mathematics teachers, December 2, 1911, at Lewis institute, Chicago.

A report of an investigation conducted in the larger cities of every state except three. The result was in favor of segregated classes.

Curran, Margaret Craig. Warm lunches in country schools. Northwest journal of education, 23: 161–68, December 1911.

Gives equipment needed and recipes for making soups, etc., for children in country schools.

Edson, Andrew W. The group system of teaching. Educational foundations, 23: 214–19, December 1911.

Contains suggestive programs for teachers who are considering the advisability of making two groups in their class work.

Eliot, Charles W. The university president in the American commonwealth. Educational review, 42: 433–49, December 1911.

Finnegan, Thomas E. Duties of school superintendents. School bulletin, 38: 77–85, December 1911.

Address before the Association of district superintendents, Albany, N. Y., November 28, 1911, defining the duties of the newly created district superintendents in New York state.

Gruenberg, Benjamin C. Some aspects of the child-welfare problem in the New York high schools. School review, 19: 684–88, December 1911.

Summarizes some high school needs, such as vocational guidance of pupils; cooperation with parents; simple courses of study, etc.

Hale, William G. The practical value of humanistic studies. School review, 19: 657–79, December 1911.

Humanistic studies not only cultivate the intellect but broaden the world-view of the student. Education means something more than mere specialization in the sciences.

Hess, William Lyndon. Higher salaries for men teachers—not equal pay. American school board journal, 44: 17–18, January 1912.

Claims that men teachers should be paid higher salaries than women, and gives his reasons therefor.

Hibben, John Grier. The Chinese student in America. North American review, 195: 56–65, January 1912.

An address delivered before the Chinese students' alliance at Princeton university, August 30, 1911. The Oriental student is warned against "the danger of a superficial understanding as regards both the content and the significance of knowledge."

Holmes, W. H. Plans of classification in the public schools. Pedagogical seminary, 18: 475–522, December 1911.

Bibliography: p. 521–22.

Describes several of the most important plans of grading and promotion in the United States and Germany, gives an exposition of the three best known plans of individual instruction, and describes the provisions that have been made for gifted children in the United States and abroad.

Johnston, Charles H. The study of education. Journal of educational psychology, 2: 569–74, December 1911.

A criticism of Warner Fite's strictures on normal schools, etc., in the Nation, September 1, 1911.

Kreuzpointner, Paul. Industrial education. Journal of education (Boston), 74: 594–95, December 7, 1911.

Adverse to the purely commercial aspect of the subject.

Leavitt, Frank M. The relation of the present movement for vocational education to the teaching of the mechanic arts. Elementary school teacher, 12: 158–68, December 1911.

Shows the value of "*pre*-apprentice" or "*pre*-vocational" work in the schools.

Lefevre, Arthur. The proper relation of the American high school to the American university. American school board journal, 44: 20–21, 44–45, January 1912.

Address before the Southern education association.
Also in Texas school journal, 29: 7–12, December 1911.

Lurton, Freeman E. The disintegration of a high school class. A study in elimination. School review, 19: 680–83, December 1911.

Study of conditions in the high school of Anoka, Minnesota.

Michigan state teachers' association. A plan for moral education, preliminary report of a commission of the Michigan state teachers' association. Western journal of education (Ypsilanti) 4: 405–19, November 1911.

Moseley, E. L. Some ways of teaching pupils practical hygiene. School science and mathematics, 12: 1–5, January 1912.

Description of methods used in the Sandusky high school.

Münsterberg, Hugo. The Germans at school. Popular science monthly, 79: 602–14, December 1911.

A review of educational conditions in Germany.

Mussey, H. R. Education and pay of head and hand. Educational review, 42: 450–64, December 1911.

Advocates vocational training and guidance.

Nabel, Eugene. The schools of Switzerland. Educational foundations, 23: 95–101, 180–84, 297–300, October, November 1911, January 1912.

An account of the school system of Switzerland, giving the school statistics, expenditures, etc., and also a brief account of the Swiss societies for promoting commercial education.

Nicolson, Frank W. The certificate system in New England. Educational review, 42: 486–503, December 1911.

The relative merits of the examination and the certificate method of admission to college discussed.

Norton, Alice P. Home economics from the standpoint of the grade teacher. Journal of home economics, 3: 431–40, December 1911.

"Presented at the St. Louis meeting of the American home economics association, December 27, 1910."

Opportunities and responsibilities of supervision. Journal of education (Boston), 74: 621–33, 636–38, 640, 642, 644, 660–63, 671–73, 687–92. December 14, 21, 28, 1911.

A symposium, comprising answers to ten questions which were sent to superintendents throughout the country.

Pieplow, William L. Broader use of school buildings. American school board journal, 44: 15–16, 37, January 1912.

Address to School board section of Wisconsin teachers' association.

Rathmann, C. G. Vocational training in Germany. Educational foundations, 23: 155–70, 228–39, November, December 1911.

A discussion of the continuation schools of Germany, commercial, agricultural, etc.

Should there be two degrees in medicine? Symposium. Bulletin of the American academy of medicine, 12: 346–73, December 1911.

Contains: The need of more than one degree in medicine, by Broadman Reed, p. 347–351; Should there be two degrees in medicine, by R. L. Wilbur; Post-graduate degrees in medicine, by A. S. Lobinger; Memoranda in absentia, by George Blumer, etc.

Smith, Theodate L. Dr. Maria Montessori and her houses of childhood. Pedagogical seminary, 18: 533–42, December 1911.

An exposition of Dr. Montessori's method of educating children.

Stockwell, S. S. The public school course of study. Education, 32: 197–202, December 1911.

The scheme presented is an attempt "to meet the individual capacity of each pupil at each stage of his development."

Taylor, W. E. Normal training high schools. Texas school journal, 29: 15–17, December 1911.

Short sketch of the normal training high schools in Kansas and general discussion of these schools as a means of supplying teachers for rural schools.

Templeton, J. C. High school athletics. Sierra educational news, 7: 17–22, December 1911.

A discussion of the administration of high school athletics in California.

Thirkield, Wilbur P. The higher education of the negro. Religious education, 6: 420–23, December 1911.

Arguments in favor of higher education of the negro as really essential to permanent and effective results in elementary training and to the industrial and civic future of the race.

Tombo, Rudolf, *jr.* University registration statistics. Science, n. s., 35: 1–22, January 5, 1912.

Registration returns for November 1, 1911, of twenty-seven of the leading universities of the United States.

Tozier, Josephine. The Montessori apparatus. A description of the material and apparatus used in teaching by the Montessori method. McClure's magazine, 38: 289–302, January 1912 (illus.).

Articles by the same author on the Montessori system of education have appeared in McClure's magazine for May and December 1911. The principal achievement of Dr. Montessori is her discovery of "a process by which children spontaneously break forth into reading and writing—an 'explosion into writing' as Montessori herself graphically puts it."

Williams, W. T. B. The outlook in negro education. Southern workman, 40: 638–52, November 1911.

A paper read before the National association of teachers in colored schools.

Wilson, Lewis A. The Rochester shop school; a school whose graduates make good every time. School arts book, 11: 481–93, January 1912.

PUBLICATIONS OF ASSOCIATIONS.

American school peace league. Third annual report, 1911. Boston [1911] 94 p. 8°. (Mrs. Fannie Fern Andrews, secretary. 405 Marlborough street, Boston, Mass.)

Contains: 1, Fannie F. Andrews: The international work of the American school peace league, p. 11–20. 2. A course of study in good will; A supplementary working outline for moral training in schools . . . p. 44–48. 3. Matilda Srager: The opportunity and duty of the schools in the International peace movement, p. 70–77.

Catholic educational association. Report of the proceedings and addresses of the eighth annual meeting, Chicago, Ill., June 26–29, 1911. Bulletin, v. 8, no. 1, November 1911. Columbus, Ohio, Catholic educational association, 1911. 503 p. 8°. (Rev. F. W. Howard, secretary-general, 1651 East Main street, Columbus, Ohio.)

Contains: 1. J. A. Burns, chairman: Report of the Committee on high schools, p. 45–66. Discussion, p. 66–73. 2. E. A. Pace: Religion and education, p. 98–104. 3. Timothy Brosnahan: The Carnegie foundation for the advancement of teaching—its aims and tendency, p. 119–59. 4. Alphonsus Dress: The position that music should occupy in the college course, p. 159–66. Discussion, p. 166–69. 5. P. J. McCormick: Retardation and elimination of pupils in our schools, p. 326–36. Discussion, p. 336–46. 6. P. S. Gilmore: The training of the deaf, p. 446–55.

Conference for education in the South. Proceedings of the fourteenth conference, Jacksonville, Florida, April 19th, 20th and 21st, 1911. Knoxville, Tenn., The Executive committee of the Conference [1911] 354 p. 8°. (P. P. Claxton, executive secretary, Washington, D. C.)

Contains: 1. Paul Ritter: Adaptation of education to life in Switzerland, p. 43–58. 2. Carl Moltke: The co-operative movement in Danish agriculture and the benefit derived therefrom by the United States, p. 74–90. 3. J. N. Powers: Report of the year's progress in education in the Southern states, p. 107–23. 4. W. K. Tate: The study tour of the Southern state superintendents, p. 124–41. 5. J. C. Bay: The folk high schools and rural life of the Scandinavian countries, p. 161–71. 6. O. H. Benson: Education for rural life, p. 171–89. 7. J. N. Hurty: The child in the making, p. 211–31. 8. Harry Hodgson: A higher standard of education for business men, p. 240–53.

National association of dental faculties. Proceedings . . . twenty-eighth annual meeting held at Cleveland, Ohio, July 22–25, 1911. 142 p. 8°. (Dr. George Edwin Hunt, secretary, Indianapolis, Ind.)

Contains a discussion of a resolution to be acted on in 1912 regarding the credit to be given students who enter dental colleges for work done in other institutions.

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UNITED STATES BUREAU OF EDUCATION

LIBRARY CIRCULAR NO. 2 - - - - - - - FEBRUARY 15, 1912

MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS

COMPILED BY THE LIBRARY DIVISION OF THE BUREAU OF EDUCATION, UNDER THE DIRECTION OF JOHN D. WOLCOTT, ACTING LIBRARIAN

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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS

INTRODUCTORY NOTES

The following topics are most prominently represented among the publications listed in the present number of the Record: *Educational history*—Barth, Geschichte der erziehung; Graves, Great educators of three centuries; Leach, Educational charters; and Mayor, Cambridge under Queen Anne. *School administration*—Clement, Standardization of the schools of Kansas; Perry, Outlines of school administration and Status of the teacher; Smith, All the children of all the people; periodical articles by Ayres, Doughty (Problems in the South), Draper, Hines, Leavitt, Long, and Nalder. *School hygiene*—Burgerstein and Netolitzky, Handbuch der schulhygiene, 3d ed.; Cornell, Health and medical inspection of school children; also an article by Brown on ocular examinations, and a symposium on the Effects of athletics on young men. *Rural schools*—Draper and Finegan, Addresses on district superintendents; Bulletin of the Bureau of Education, 1912, no. 1; periodical articles by Crocheron, Crosby, Curran, Deyoe, Draper, Hyatt, and Morse. *Agricultural education.*—Part II of the Eleventh yearbook of the National society for the study of education; periodical articles by Bricker and Davenport. *Vocational and industrial education*—Part I of the Eleventh yearbook of the National society for the study of education; periodical articles by Birdseye, Cooley, Crawshaw, Gustafson, Lincoln, Roberts, and Shawkey. Articles by Allinson, Mowry, Norlin, Snedden, and Wild contrast the cultural with the vocational. An important book on backward children is that by Huey. The training of exceptional children is further discussed by Unrich and Wettstein in periodical articles.

The American yearbook, a record of events and progress 1911, edited by Francis G. Wickware (New York, D. Appleton and company, 1912, 863 p.) has recently appeared. Section XXXVI of this work is devoted to Education and educational institutions, comprising Education, p. 799–828, by Anna Tolman Smith; New college presidents, p. 828–830, by Marcus Benjamin; and Libraries, p. 830–833, by A. E. Bostwick.

The record of American book production given in the annual summary number of the Publishers' weekly, January 27, shows in education a total of 289 new books and 11 new editions for 1911, as against 504 new books and 19 new editions for 1910. The entire book output recorded fell from 13,470 in 1910 to 11,123 in 1911.

BOOKS AND PAMPHLETS.

Allen, William H. How women may help their schools, public, private, or parochial. *In his* Woman's part in government whether she votes or not. New York, Dodd, Mead and company, 1911. p. 241–76.

Aron, Marguerite. Le journal d'une Sévrienne. Paris, F. Alcan, 1912. xi, 240 p. 12°.

A record of the life of a student at the Sevres normal school, and of her subsequent experiences in the lycée. The book is dedicated to M. Camille Sée, the promoter of secondary education for women in France.

Barth, Paul. Die geschichte der erziehung in soziologischer und geistesgeschichtlicher beleuchtung. Leipzig, J. A. Barth, 1911. viii, 620 p. 8°.

Burgerstein, Leo *and* **Netolitzky, August.** Handbuch der schulhygiene. 3. aufl. Leipzig, J. A. Barth, 1912. 548 p. illus. 8°. (Handbuch der hygiene, hrsg. von. Th. Weyl. vi bd., 1. abtlg.)

Clement, John Addison. Standardization of the schools of Kansas. Chicago, Ill., University of Chicago press [1912] 130 p. diagr. 8°.

A dissertation for the degree of doctor of philosophy (Department of education). Contains a comparison of the relative standing of pupils in grammar schools, high schools, and colleges, with general conclusions.

Cornell, Walter S. Health and medical inspection of school children. Philadelphia, F. A. Davis company, 1912. 612 p. illus. 8°.

Aims "to present a practical exposition of the work of medical inspection, born of the examination of some 35,000 children, and to give to physicians and teachers a survey of medical practice as it relates to children of school age."

Draper, Andrew S. *and* **Finegan, Thomas E.** Addresses before the rural education section of the New York state teachers association, State normal college, November 28, 1911: What is expected of district superintendents. The obligations and opportunities of district superintendents. State of New York, Education department, 1912. 33 p. 8°.

Evans, George W. The teaching of high school mathematics. Boston, Houghton Mifflin company, 1911. 94 p. 12°. (Riverside educational monographs, ed. by H. Suzzallo.)

Treats in concise form the following topics: Modern point of view, Order of topics, Equations and their use, Some rules of thumb, Geometry as algebraic material, Graphical method, Bases of proof in geometry, Method of limits, Simpson's rule and the curve of sections, The teacher.

Graves, Frank Pierrepont. Great educators of three centuries; their work and its influence on modern education. New York, The Macmillan company, 1912. 289 p. 12°.

Contains chapters on the following educators and their work: John Milton, Francis Bacon, Ratich, Comenius, John Locke, Francke, Rousseau, Basedow, Pestalozzi, Herbart, Froebel, Lancaster and Bell, Horace Mann, and Herbert Spencer.

Gray, Edward D. McQueen. How the curriculum of the secondary school might be reconstructed. Albuquerque, N. M., University of New Mexico, 1911. 141–65 p. 12°. (Bulletin of the University of New Mexico. Educational series. vol. 1, no. 4.)

The author proposes a definite separation of the secondary school curriculum into two biennial divisions, each closed by a public examination. The junior division should present a general course similar to that offered at present; the work in the senior division should be departmental—pre-collegiate, vocational, or technical.

Huey, Edmund B. Backward and feeble-minded children; clinical studies in the psychology of defectives, with a syllabus for the clinical examination and testing of children. Baltimore, Warwick and York, 1912. xii, 221 p. illus. 12°. (Educational psychology monographs.)

Bibliography, p. 209–13.

Leach, Arthur F. Educational charters and documents, 598 to 1909. Cambridge, University press, 1911. lii, 582 p. 12°.

"This book aims at doing, so far as the scantier space allows, for the educational history of England what Bishop Stubbs' Select charters did for its constitutional history. It sets out the text of the salient documents relating to the origin and development of educational institutions."—Introd.

Leland, Abby Porter. The educational theory and practice of T. H. Green. New York city, Teachers college, Columbia university, 1911. 62 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 46.)

McVannel, John Angus. Outline of a course in the philosophy of education. Education 205–206—Philosophy 181–182. New York, The Macmillan company, 1912. 207 p. 12°.

A revision and extension of a syllabus in the philosophy of education for some time in use in a class in Teachers college, Columbia university. It is an attempt to indicate some of the important lines along which educational reconstruction of the present time seems to be converging, and to suggest a method for the organization of educational ideas.

Mayor, John Eyton Bickersteth. Cambridge under Queen Anne; illustrated by memoir of Ambrose Bonwicke and diaries of Francis Burman and Zacharias Conrad von Uffenbach, ed. with notes, by J. E. B. Mayor . . . with a preface, by Montague Rhodes James . . . Cambridge, Pub. for the Cambridge antiquarian society by Deighton, Bell and co.; [etc., etc.] 1911. xv, 545 p. 12°.

Perry, Arthur C., *jr.* Outlines of school administration. New York, The Macmillan company, 1912. 452 p. 12°.

Intended as a textbook in the study of school administration, and for the general reader who desires to acquaint himself with the salient features of the schools of our own and other leading nations.

——— The status of the teacher. Boston, New York [etc.] Houghton Mifflin company [1912] xii, 78 p. 12°. (Riverside educational monographs, ed. by H. Suzzallo.)

CONTENTS: 1. The authority of the teacher. 2. The responsibility of the teacher. 3. The profession of the teacher.

An attempt to explain each relation of the teacher in its true light—to the community, to the school, to the pupils, to the parents of the pupils.

Smith, William Hawley. All the children of all the people; a study of the attempt to educate everybody. New York, The Macmillan company, 1912. 346 p. 12°.

The author's thesis is that "In considering the practicability of the attempt to educate all the children of all the people, the whole issue turns on the natures of the children themselves, their inherent powers and capabilities, individually and *de novo*."

Suzzallo, Henry. The teaching of spelling; a critical study of recent tendencies in method. New York, Teachers college, Columbia university, 1911. 72 p. 8°. (Teachers college record. vol. xii, no 5, November, 1911.)

Talbert, Ernest L. Opportunities in school and industry for children of the stockyards district. An investigation carried on under the direction of the board of the University of Chicago settlement. Chicago [University of Chicago press] 1912. 64 p. 8°. (A study of Chicago's stockyards community. I.)

Vermont. University. College requirements and the secondary curriculum. Addresses presented at the Educational conference held at the University of Vermont in connection with the inauguration of Guy Potter Benton as president of the University, October 5, 1911. Burlington, Vt., The University [1911]. 79 p. 8°.

CONTENTS: J. F. Messenger: Introduction. John Dewey: Present tendencies in college education. E. C. Moore: Present tendencies in secondary education. J. E. Lough: Preparation for college. E. M. Roscoe: The small high school and the college. J. P. Taylor: The doomed pupil. E. L. Ingalls: Inspirational effect of college possibilities. J. H. Tufts: New requirements at the University of Chicago. G. P. Benton: Education and the state. (Inaugural address.)

Whittemore, William L. The new method of education: with illustrative examples, extracts from school documents, and a Catalogue of the Normal high school. Tufts college press, 1911. xxii, 100 p. 8°.

An account of Mr. Whittemore's work as a teacher in Milford, N. H., and elsewhere.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

Statistics of state universities and other institutions of higher education partially supported by the state, for the year ended June 30, 1911. Washington, 1912. 23 p. (Bulletin, 1911, no. 19.) [468]

A course of study for the preparation of rural school teachers. Nature study, elementary agriculture, sanitary science, and applied chemistry. By Fred Mutchler and W. J. Craig. Washington, 1912. 23 p. (Bulletin, 1912, no. 1.) [469]

Reprints from Report of the Commissioner of education for the year ended June 30, 1911: Chapter 1, p. 1–35, A brief survey of educational progress during the decade 1900 to 1910, by F. B. Dresslar. Chapter 3, p. 67–113, Educational legislation in 1911, by J. C. Boykin. Chapter 4, p. 115–59, Recent progress in city schools, by W. R. Hood. Chapter 5, p. 161–219, Library extension in the United States, by J. D. Wolcott. Chapter 7, p. 299–311, Progress in industrial education during the year 1910–1911, by C. R. Richards. Chapter 8, p. 313–29, A school for home makers, by L. D. Harvey. Chapter 9, p. 331–70, Agricultural education, by A. C. Monahan. Chapter 11, p. 389–417, Training of vocational teachers in Germany, by E. G. Cooley. Chapter 22, p. 609–17, Report of the first Universal races congress, held at London, July 26–29, 1911, by Felix Adler. Chapter 23, p. 619–66, Educational directory.

PUBLICATIONS OF ASSOCIATIONS.

International kindergarten union. Proceedings of the eighteenth annual meeting . . . 1911. Cincinnati, Ohio, April twenty-second to twenty-eighth, 1911. [Boston, Lincoln and Smith press, 1911] 122 p. 8°.

Contains: 1. Geraldine O'Grady: Guidance of attention: The child's part and the teacher's, p. 57–65. 2. Nina C. Vandewalker: New fields for the kindergarten: The West, p. 90–99. 3. M. S. Hanckel: New fields for the kindergarten: The South, p. 99–106. 4. B. B. Breese: The university and the kindergarten, p. 108–17.

Maryland state teachers' association. [Proceedings of the] forty-fourth annual meeting, Braddock Heights, Md., June 27–30, 1911. [n. p., 1911] 136 p. 8°. (H. W. Caldwell, secretary, Chesapeake City, Md.)

Contains: 1. O. R. Rice: Our public schools and their relation to social betterment, p. 27–35. 2. W. P. Burris: The basis of pedagogical peace, p. 40–49. 3. Mrs. B. W. Corkran, jr.: Compulsory education, p. 55–61. 4. W. M. Hayes: Education for country life, p. 79–83. 5. B. H. Crocheron: Six methods of improvement for rural schools, p. 83–87. 6. A. F. Smith: High school activities, p. 115–20.

National education association of the United States. Journal of proceedings and addresses of the forty-ninth annual meeting held at San Francisco, California, July 8–14, 1911. Winona, Minn., The Association, 1911. 1172 p. 8°.

Contains: 1. J. H. Baker: Reorganization of American education, p. 94–103. 2. The present status of education in America—Ella F Young: In the elementary schools, p 183–86; E. U. Graff: In the secondary schools, p. 186–91; G. P. Benton: In the colleges and universities, p. 191–98. 3. Our educational advance and improvement over the past—C. E. Chadsey: In the city, p. 203–209; C. P. Cary: In the state, p. 210–15; E. E. Brown: In the nation, p. 215–22. 4. L. P. Ayres: The training of the mentally and physically unfortunate, p. 242–47. 5. The progress and the true meaning of the practical in education—C. B. Gibson: In vocational training, p. 260–67; G. W. A. Luckey: In the balanced course of study and the all-year-round schools, p. 267–70. 6. Preliminary report of the committee on uniform records and reports, p. 271–302. 7. J. W. Carr: Moral education through the agency of the public schools, p. 351–77. 8. J. M. Greenwood: The home and school life, p. 377–97. 9. David Felmley: High-school preparation of candidates for normal-school training, p. 445–61. 10. H. B. Wilson: Report on the motivation of the children's work in the elementary schools, p. 528–44. 11. Paul Kreuzpointner: The new standard of the present-day industrial education in Europe, p. 740–47. 12. L. H. Wier: The playground movement in America, p. 925–33. 13. Report of committee on efficiency of janitor service, p. 977–92. 14. M. P. E. Groszmann: Legal provisions for exceptional children, p. 1070–77. 15. E. C. Bishop: Report of committee on courses of study in agriculture, p. 1138–52.

National society for the study of education. Eleventh yearbook. Part I. Industrial education: Typical experiments described and interpreted. Part II. Agricultural education in secondary schools. Chicago, Ill., University of Chicago press [1912]. 2 v. 124, 113 p. 8°. (S. Chester Parker, secretary, University of Chicago, Chicago, Ill.)

CONTENTS: Part I. 1. F. M. Leavitt: Classification of plans for industrial training. 2. M. W. Murray: The separate or independent industrial school. 3. J. F. Barker, H. B. Wilson: The vocational high school. 4. C. F. Perry: The public trade school. 5. A. F. Safford: The part-time cooperative plan of industrial education. 6. Pliny Johnston: The Cincinnati continuation schools. 7. Meyer Bloomfield: Vocational guidance. 8. B. W. Johnson: Industrial education in the Northwest. Part II. 1. A. C. Monahan: The training of teachers for secondary courses in agriculture. 2. R. W. Stimson: The vocational agricultural school. 3. D. J. Crosby: State-aided departments of agriculture in public high schools. 4. W. H. French: High-school agriculture without state subsidy. 5. H. F. Button, F. R. Crane: Short courses and extension work in agriculture for high schools. 6. W. R. Hart, G. F. Warren: In public high schools should agriculture be taught as agriculture or as applied science.

This yearbook is to be discussed at the St. Louis meeting of the National society, February 26, 1912.

Playground and recreation association of America. Yearbook. Playground, 5: 325–50, January, 1912.

Tabulated statement of "What cities 'played' last year and how."

Richmond education association. Eleventh annual report . . . 1910–1911. Richmond, Va., Printed by Whittet & Shepperson. 46 p. 8°. (Albert H. Hill, secretary.)

Women's educational and industrial union, Boston, Massachusetts. Thirty-third annual report . . . for the year 1910–1911. Boston, Mass., 1912. 76 p. 8°. (Melita Knowles, secretary, 264 Boylston street, Boston, Mass.)

NEW PERIODICALS.

The English journal. The official organ of the National council of teachers of English. v. 1, no. 1, January, 1912. Published monthly, except July and August. University of Chicago press, Chicago, Ill. (J. F. Hosic, managing editor.)

The Kansas school magazine. v. 1, no. 1, January, 1912. Published monthly, except July and August, at Emporia, Kans. (E. F. Riley, editor-in-chief.)

ARTICLES IN PERIODICALS.

Allinson, Francis G. The cultural and the vocational in the college curriculum. Education, 32: 284–92, January, 1912.

Emphasis laid upon the fact that culture does not necessarily exclude vocational training, while the latter may include culture.

Ayres, Leonard P. The relation between entering age and subsequent progress among school children. Education, 32: 325–33, February, 1912.

Based on statistics gathered in 1908 by the author, and on investigations made in 1911 by the Russell Sage Foundation. Concludes that the age of six is the "one making the best showing."

Baden-Powell, Robert. Educational possibilities of the boy scout's training. Educational foundations, 23: 321–35, February, 1912.

"The article here reprinted, with some modifications, from the Nineteenth century and after, deals in the original entirely with English school conditions. It is for this reason that slight changes have been made in text to render the application more general and thereby bring it nearer to the conditions with which the greater number of the readers of Educational foundations are concerned."

Ball, Katherine M. The art work of Oriental children in the public schools of San Francisco. Twentieth century magazine, 5: 33–39, February, 1912.

Illustrated by drawings by Chinese pupils.

Barbour, Florus A. The educational value of music. Western journal of education (Ypsilanti), 5: 1–12, January, 1912.

An address given before the Music section of the Wisconsin state teachers' association, at Milwaukee, November 19, 1911.

Bardeen, Charles W. The monopolizing woman teacher. Educational review, 43: 17–40, January, 1912.

The writer declares that his article is not a protest, but a recognition of the inevitable. "Unless some cataclysm occurs," he remarks, "women are going to drive men out and control the schools." His paper considers some of the results to be expected. It is discussed by two correspondents in the Educational review for February, p. 201–4.

Birdseye, Clarence F. The college curriculum as a preparation for vocation. Education, 32: 293–309, January, 1912.

The author criticises the colleges as "diploma factories." He says: "They recognize only the classroom marks of their students, and the diploma values of these marks, and have no means or methods of measuring the ideals or the capabilities, or the failures of the institution itself."

Brandon, Edgar Ewing. University of Chile. Bulletin of the Pan-American union, 34: 67–74, January, 1912.

An illustrated article, historical and descriptive.

Bricker, Garland A. Problems in the experimental pedagogy of elementary agriculture. Journal of educational psychology, 3: 29–34, January, 1912.

A discussion of what agriculture should be taught in the elementary schools and how it should be taught.

Brown, Samuel Horton. Observations and deductions in the course of ocular examinations of school children. Medical times, 40: 39–41, February, 1912.

Advocates a higher degree of efficiency in the work. Such efficiency will be increased when adequate compensation is made for the services of ophthalmologists.

Bruce, H. Addington. The story of Karl Witte. Outlook, 100: 211–18, January 27, 1912.

This paper is the first of a series on the progress and training of the child.

Chilcott, Clio M. An experiment in cooperation. Journal of education, 75: 125–27, February 1, 1912.

An experiment in teaching mathematics by the group system as carried on in Charlestown high school, Boston.

Coleman, S. E. Adaptation of physics to different types of pupils. School science and mathematics, 12: 131–37, February, 1912.

A description of the plan used in the Oakland high school.

Collins, John S. The St. Louis public schools. American school board journal, 44: 15–17, February, 1912. illus.

Describes the public schools of St. Louis, showing what will be of interest to those who intend visiting St. Louis in connection with the meeting of the Department of superintendence of the National education association February 27–29, 1912.

Cooley, Edwin G. Pre-apprenticeship schools of London. Vocational education, 1: 174–83, January, 1912.

Describes the day, evening, and part-time vocational schools of London.

"The second of a series of articles giving results of a year's study of European industrial schools under the auspicies of the Chicago commercial club."

Cooper, Clayton S. The American undergraduate. First paper: General characteristics. Second paper: Education à la carte. Century magazine, 83: 377–87, 514–23, January, February, 1912. illus.

Additional papers are to follow. The writer says that "the drift in colleges is still toward the great teacher."

Crawshaw, Fred D. What can the high schools do better to help the industries. Manual training magazine, 13: 193–204, February, 1912.

This article deals with "the high-school boy in the training he may get in the high school manual arts department to give him either the cultural values which have been accredited to manual training or the vocational values which it is believed the public high school manual arts should have."

Crocheron, Bertram H. A very real country school; how it touches and teaches all the people. World's work, 23: 318–26, January, 1912.

An account of the Agricultural high school of Baltimore county, Maryland.

Crosby, Dick J. Progress in the East in rural education. University of California chronicle, 14: 68–75, January, 1912.

Address delivered at the Rural education congress held at Davis, Cal., October 14, 1911.

"The most prominent feature of recent progress in rural education in the eastern half of the United States is unquestionably to be found in the inauguration and development of instruction in agriculture, home economics, and manual arts in the elementary and secondary schools."

Curran, Margaret C. The rural school as a community center. Northwest journal of education, 23: 258–60, February, 1912.

Dabney, Charles W. The South renationalized by education. Journal of education, 75: 61–63, January 18, 1912.

Address at the Summer school of the South, 1911, presenting some things accomplished for education in the South in the past ten years.

Davenport, Eugene. Shall we ask for future legislation in the interest of agriculture; if so, what? School and home education, 31: 187–93, January, 1912.

Part of the discussion of this topic given at the Columbus meeting for the improvement of agricultural education by land grant colleges.

Deyoe, Albert M. The relation of our public school system to the problems of country life. Midland schools, 26: 134–39, January, 1912.

Deals with the consolidation of rural schools, rural schools as social centers, and the rural high school.

Doughty, W. F. School administration problems in the South. American school board journal, 44: 18–20, 48–49, February, 1912.

Draper, Andrew S. The necessary basis of the teacher's tenure. School bulletin, 38: 94–98, January, 1912.

Address before the New York state teachers' association, November 28, 1911.

——— Rural supervision in New York. Educational review, 43: 193–98, February, 1912.

A discussion of the "new and rather radical scheme for the supervision of the rural schools."

The effects of athletics on young men. A symposium. Medical times, 40: 32–38, February, 1912.

The question under discussion is: "Do present-day athletic sports have a deleterious effect upon the participants in after life?" Among the papers are the following: "Some observations on mortality among Yale students," by Dr. W. G. Anderson; "The results of athletics on college students," by Dr. D. A. Sargent; and "Our system of physical training wrong," by Dr. J. A. Gwathmey.

Elementary education. A symposium. Twentieth century magazine, 5: 54–65, February, 1912.

Articles by R. T. Crane, A. A. Berle, and W. H. Noyes. The first emphasizes the importance of rural schools, and comments on their condition in Illinois and Wisconsin. Mr. Noyes advocates the study of industry, through work, experiment, books, and play.

Estill, Harry F. The proper work of the normal schools. Texas school journal, 29: 1–3, January, 1912.

The purpose of this paper, read before the Normal school section of the Southern educational association, is to show the distinction that should be made in spirit and purpose between the normal school and other institutions.

Finlay-Johnson, Harriet. Education dramatized. Atlantic monthly, 109: 256–64, February, 1912.

Fiske, Thomas S. The college entrance examination board. Educational review, 43: 155–67, February, 1912.

Presents statistics of the Board's examinations. Of the 4,096 candidates examined in 1911, 3,572 were examined in the North Atlantic States. The candidates from private schools made, on the whole, a better showing than those from public schools.

Geijsbeek, John B. Defects in high school teaching. Colorado school journal, 27: 28–33, January, 1912.

Describes the typical commercial course in the high school and shows its defects.

Gilkey, Charles W. Religion in student life. Biblical world, 39: 7–16, January, 1912.

Sets forth the differences in the sphere of personal religion between American students and those of other nationalities.

Gustafson, Lewis. A new task for the public schools. Vocational education, 1: 145–58, January, 1912.

"A statement of some of the fundamental principles which must control the development of vocational education."

Hill, Roscoe Conkling. Secret societies in high schools. Educational review, 43: 168–92, February, 1912.

An elaborate presentation of the subject, with bibliography. Author claims that "the abolition of high school secret societies is assured if school authorities really desire that abolition."

Hines, L. N. The "six-and-six" plan in the public schools of Crawfordsville, Indiana. American school board journal, 44: 14, February, 1912.

The successful operation of the "six-and-six" plan in Crawfordsville, Indiana.

Hyatt, Edward. The redirection of the rural school. University of California chronicle, 14: 62–67, January, 1912.

Address delivered at the Rural education conference held at Davis, Cal., October 14, 1911.

"To redirect the rural school, we must redirect the whole people—not merely the rural people, but those in the cities and towns as well."

Judd, Charles H. Meaning of science in secondary schools. School science and mathematics, 12: 87–98, February, 1912.

Address read before the Central association of science and mathematics teachers at Lewis institute, Chicago, December 1, 1911.

The author emphasizes the fact that to make science a vital part of the middle school "a minute and careful examination of your students as well as your subject-matter" must be made.

——— Studies in the principles of education. IV. Education according to nature. Elementary school teacher, 12: 206–14, January, 1912.

Discusses doctrine of J. J. Rousseau, also modern scientific conceptions of the subject. Nature is progressive and adaptive. The writer states that the problem is to discover "the most economical method of promoting change in the direction of adaptation as rapidly as possible."

Leahy, E. M. Some aims in the education of girls. Educational foundations, 23: 270–81, January, 1912.

"Paper read at a meeting of the Croydon branch of the Parents' national educational union."

Leavitt, Frank M. The reorganization of school systems. Elementary school teacher, 12: 225–36, January, 1912.

Treats of the readjustment of school organization to the present social and economic conditions. School systems of Portland, Oregon; Chicago, Ill.; Cleveland, O.; Berkeley, Cal.; and Concord, N. H., considered.

Lincoln, D. F. The "North end union" school of printing in Boston. School arts book, 11: 595–605, February, 1912.

Long, Leo F. Self government in high schools. Western journal of education (Ypsilanti), 5: 59–67, February, 1912.

A description of an experiment in pupil self government.

Marrs, S. M. N. The training of the teacher through the medium of the secondary schools. Texas school magazine, 14: 5–7, January, 1912.

Marty, Henri. L'école des Roches. School review, 20: 27–33, January, 1912.

A description of the school founded by M. Demolins, after the model of the English schools, Bedales and Abbotsholme. The boys in this institution spend a certain time in English and German schools, and "so acquire a practical knowledge of the language when they are eleven or twelve years of age."

Meylan, George L. Status of physical education in American colleges. American physical education review, 17: 79–85, February, 1912.

Statistical.

Morse, Sarah E. The needs of the rural school and how to meet them. Intermountain educator, 7: 16–24, January, 1912.

Gives a summary of the answers received to 20 letters sent to rural teachers, county superintendents, trustees, and prominent educators of Montana asking them to state what they considered the needs of the rural schools to be.

Moulton, Leonard B. A course in salesmanship. School review, 20: 56–59, January, 1912.

Methods pursued in the Boston High school of commerce. Boys brought into close contact with successful salesmen.

Mowry, Duane. Vocational or cultural education—which? The Amherst idea. Education, 32: 373–76, February, 1912.

Declares that specialization in education is one of the necessities in this work-a-day world, but we should not forget that mere specialization is not the whole of the educational field. Commends the Amherst idea.

Nalder, F. F. The gradation and promotion of pupils. Northwest journal of education, 23: 255–57, February, 1912.

Discusses some weaknesses of the examination system, the best way to determine a pupil's rank, some popular errors, and progress made periodically.

New methods of admission to college. A symposium. Education, 32: 261–83, January, 1912.

This symposium consists of the following articles: 1. Recent changes in the rules of the New England college entrance certificate board, by Frank W. Nicolson; 2. Reasons for modifying entrance requirements, by Charles H. Judd; 3. Plan for college admission proposed by the secoudary department of the National education association.

Norlin, George. High school preparation for college. Colorado school journal, 27: 16–19, January, 1912.

A discussion as to whether the so-called cultural subjects should be sacrificed to a course which leads to "immediate and lucrative efficiency in our commercial aud industrial life."

Owen, William B. Co-operation between home and school. Western journal of education (Ypsilanti) 5: 13–20, January, 1912.

Also in National education association. Journal of proceedings and addresses, 1911. p. 1103–8.

"The nature of co-operation between home and school should be . . . one of concerted and harmonious action in determiuing the larger social life of the child, with a definite and clearly recoguized division of labor in the matter of specific tasks and activities."

Parker, S. Chester. Experimental schools in Germany in the eighteenth century. Elementary school teacher, 12: 215–24, January, 1912.

This paper is the eighth in a series published in the Elementary school teacher illustrating "a method of teaching the history of education by emphasizing school practice in its relation to social conditions."

Roberts, Elmer. The passing of the unskilled in Germany. Scribner's magazine, 51: 199–204, February, 1912.

A review of the status of continuation trade and commercial schools of Germany. According to the author "the processes at work tend to convert the whole populatiou into the users of tools and machinery."

Roosevelt, Theodore. Productive scholarship. Outlook, 100: 71–74, January 13, 1912.

A review of two recently published books, The mediaeval mind, by H. O. Taylor; and The life and times of Cavour, by W. R. Thayer. Mr. Roosevelt's theme is that "scholarship that consists of mere learning, but finds no expression in production," possesses but little value.

Shawkey, Morris Purdy. Teaching the bread and butter subjects. West Virginia school journal, 40: 9–13, February, 1912.

"A plea for the so-called utility subjects," especially the teachiug of agriculture, in West Virginia schools.

An address delivered before the New River and Greenbrier Valley round table at Alderson, November 17, 1911.

Snedden, David. What of liberal education. Atlantic monthly, 109: 111–17, January, 1912.

The writer asserts that our academic studies, to a great degree, are organized and presented without regard "to their applications in contemporary life and activity."

Stevenson, John J. Small colleges. Popular science monthly, 80: 58–65, January, 1912.

Declares that the modern "academy-colleges" are superficial. The curriculum should be designed "to accord with modern conditions."

Stowe, A. Monroe. The work of the Sunday school as related to public education. Western journal of education (Ypsilanti) 5: 49–58, February, 1912.

Develops the idea that the Sunday school teachers should co-operate with the "public schools by interpreting for their pupils the knowledge which these are gaining in our public schools and by developing in them a religious attitude toward life and its social responsibilities."

Thorndike, Edward L. Professional training for college and university teachers. Zeitschrift für hochschulpädagogik (Leipzig) 3: 2–7, January–April, 1912.

The author is "more concerned about the advancement of knowledge of university education by research than about the agitation for the professional training of college teachers."

Unrich, Flora. A year's work in a "superior" class. Psychological clinic, 5: 245–50, January 15, 1912.

The methods used and the results obtained in a class for exceptionally bright pupils in the Eleventh district school, Cincinnati, Ohio.

Van Hise, Charles R. The University and the state superintendent. Wisconsin journal of education, 44: 32–34, February, 1912.

A defense of the University of Wisconsin against the criticisms of the state superintendent in regard to the active part it has taken in state affairs.

Warner, A. B. The vital things in the secondary school. Missouri school journal, 29: 2–6, January, 1912.

Claims that the great aim of the secondary school is moral character.

Westgate, Lewis G. The efficiency of the college course. Educational review, 43: 134–54, February, 1912.

Holds that the responsibility of maintaining the ideals of scholarship rests primarily on the faculty.

Wettstein, Carl T. Schools for defective children in Europe. Educational review, 43: 49–61, January, 1912.

A report made to the school board of Milwaukee, Wis., by Mr. Wettstein, principal of the Milwaukee day school for the deaf.

Whitcher, George H. Domestic arts courses in public schools. Elementary school teacher, 12: 197–205, January, 1912.

A detailed statement of range of activities in domestic arts instruction in the public schools of Berlin, N. H.

Wild, Laura H. Training for social efficiency. The relation of art, industry and education. Education, 32: 343–53, February, 1912.

Second paper in series. First article published in Education for December, 1911.

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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

INTRODUCTORY NOTES.

Among the titles occurring in the accompanying list, the following seem worthy of special attention: *School administration*—Bobbitt, School system of Gary, Ind.; Chancellor, Relative efficiency of city school systems; Cook, Development of compulsory education; Elson, Waste and efficiency in school studies; Hamilton, Waste motion in school administration; Hervey, Compulsory education and child-labor laws; Nudd, How New York City registers its children. *School hygiene and sanitation*—Laurie, volume 4 of Teacher's encyclopædia; Cope, Conservation of life and health; Dresslar, Future location of city school buildings; Effects of athletics on young men; Terman, Professional training for child hygiene; Winch, Mental fatigue in day-school children. *Backward and retarded children*—Witmer, Special class; Flexner, Misfit child; Himelick, Retardation in schools of Indianapolis; Holmes, Classification of retarded children; Lurton, Retardation in fifty-five western towns. *Rural education*—Brogden, Consolidation and transportation; McKeever, Farm boys and girls; Fairchild, Betterment of rural school conditions; Holton, Public schools and community life. *Vocational and industrial education*—Cooley, Scotch continuation schools; Davis, Vocational guidance; Keith, Industrial education for Wisconsin boys and girls; Kerschensteiner, School of manual work; Kreuzpointner, Industrial education; Leavitt, Industrial school of Newton, Mass.; Prosser, Training of the factory worker. *Moral and religious education*—Folsom, Religious education in the home; Andress, Last vestige of Puritanism; Cabot, Methods of ethical teaching; Egbert, Moral problems of college life; Hughes, Limitations of public schools; McManis, Indirect ethical instruction; Shields, Church and school; Wilm, Moral and religious influence of colleges. *Social aspects*—Forbush, The coming generation; King, Social aspects of education; Puffer, The boy and his gang; Schultze, Popular education in England; Berry, "Open schoolhouse."

Books, pamphlets, etc., intended for inclusion in this record should be sent to the Library of the Bureau of Education, Washington, D. C.

BOOKS AND PAMPHLETS.

Arnold, Matthew. Thoughts on education, chosen from the writings of Matthew Arnold, ed. by Leonard Huxley. New York, The Macmillan company, 1912. 292 p. 12°.

Bicknell, Thomas Williams. A history of the Rhode Island normal school . . . 1852–1865 * * * 1871–1911. [Providence, R. I., 1911] 235 p. illus. 8°.

Brogden, Lautrec Cranmer. Consolidation of schools and public transportation of pupils . . . Raleigh, Issued from office superintendent of public instruction of North Carolina, 1911. 135 p. illus. 8°. (Educational bulletin XVII)

Comstock, *Mrs.* **Anna (Botsford)** Handbook of nature-study for teachers and parents, based on the Cornell nature-study leaflets, with much additional material and many new illustrations. Ithaca, N. Y., Comstock publishing company, 1911. xvii, 938 p. illus. 8°.

"Books of reference": p. [924]–928.

Buisson, Ferdinand. La foi laique. Extraits de discours et d'écrits (1878–1911). Paris, Hachette et cie., 1912. xiv, 336 p. 12°.

Forms a record of the secular school in France by one of the principal actors in the reorganization of elementary education under the third Republic.

Burstall, Sara A. The story of the Manchester high school for girls, 1871–1911. Manchester, University press, 1911. 214 p. illus. 8°. (University of Manchester publications, no. 63. Educational series, no. 6)

Miss Burstall is head mistress of the school, and a well-known writer on educational subjects.

[Carson, George Edward St. Lawrence] The educational value of geometry. London, H. M. Stationery office, 1912. 17 p. 8°. ([Gt. Brit.] Board of education. Special reports on educational subjects)

No. 15 in a series of papers on the Teaching of mathematics in the United Kingdom, prepared for the International commission on the teaching of mathematics.

Findlay, J. J. The school; an introduction to the study of education. London, Williams and Norgate; New York, H. Holt and company [1912] 256 p. 12°. (Home university library of modern knowledge)

CONTENTS. 1. Origins.—2. The young of man.—3. The rise of educational institutions.—4. The function of the school.—5. Stages of growth (or development).—6. The organization of education.—7. Types of school, with some reference to universities.—8. The teacher.—9. The pursuits of school.—10. The corporate life of school.—11. Bibliography.

Folsom, John D. Religious education in the home. New York, Eaton & Mains; Cincinnati, Jennings & Graham [1912] 190 p. 12°.

Forbush, William Byron. The coming generation. New York and London, D. Appleton and company, 1912. xix, 402 p. 12°.

"The first endeavor to furnish in a single volume a short, readable account of all the forces that are working for the betterment of American young people."

CONTENTS. Book I (chap. 1–10) Betterment through the home. Book II (chap. 11–12) A better start. Book III (chap. 13–24) Betterment through education.—13. The new education; 14. Vocational training and guidance; 15. Some high-school problems; 16. Moral training in schools; 17. The social school; 18. Defective children; 19. Play and playgrounds; 20. Clubs for street boys; 21. Camps and outings; 22. College and the child; 23. The beautiful ordering of life; 24. A child educating himself. Book IV (chap. 25–28) Betterment through prevention. Book V (chap. 29–32) Betterment through religious and social nurture and service.

King, Irving. Social aspects of education; a book of sources and original discussions, with annotated bibliographies. New York, The Macmillan company, 1912. xv, 425 p. 12°.

A collection of reprinted papers by various authorities, with appropriate introductions and summaries, systematically grouped under topics so as to afford a broad view of the relations of the school to society at large, and of the internal relations of the school as a social group.

Laurie, A. P., *ed.* The teacher's encyclopædia of the theory, method, practice, history and development of education at home and abroad. vol. 4. London, Caxton publishing company, 1911. xii, 235 p. illus. 8°.

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school and college: F. P. Keppel, p. 27–34; Frederic Gardiner, p. 35–42. 3. Shall industrial or vocational subjects he accepted for admission to college? J. H. Penniman, p. 49–55; A. D. Dean, p. 56–66. 4. The combination of certificate and examination systems: J. R. Angell, p. 67–81; J. C. Sharpe, p. 82–88. 5. President's address, Educational problems: Thomas Fell, p. 93–105. 6. Modern language teaching in the United States: E. C. Armstrong, p. 106–13; E. W. Bagster-Collins, p. 114–18; F. S. Hemry, p. 119–27.

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Dresslar, Fletcher B. The future location of city school buildings. American school board journal, 44: 28–29, March 1912.

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Eastwood, Mary E. Suggestive outline of a domestic art course for a high school. Household arts review, 4: 38–45, February 1912.

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Writer contends that "the small high school cannot be a vocational school in any true sense of that word, but this does not mean that it shall forego all attempts to keep its boys and girls in contact with the practical arts."

Stevens, Ellen Yale. Montessori and Froebel—a comparison. Elementary school teacher, 12: 253–58, February 1912.

Declares that the material invented by Madame Montessori is "more practical than that of Froebel, is a means to an end, is exact and accurate, and is scientific because true to psychological and biological laws."

Stockton, J. L. An analysis of study. Western journal of education (Ypsilanti), 5: 117–21, March 1912.

Describes the aim, process and end of study and the necessary personal equipment of the one aiming to study.

Taylor, Harris. Progress of speech-teaching in the United States. Volta review, 13: 531–33, February 1912.

Gives statistical tables relating to the growth of speech-teaching from 1893 to 1911 inclusive.

Terman, Lewis M. Professonal training for child hygiene. Popular science monthly, 80: 289–97, March 1912.

Advocates a specialist in child hygiene for every 2,000 school children. Outlines the course of study to be pursued by school health officers.

Thornton, W. M. On dealing tenderly with the young man Absalom. Virginia journal of education, 5: 206–11, February 1912.

A defense of the final examination as a basis for college entrance.

Todd, Edwin S. An economic basis for civics teaching. Education, 32: 436–44, March 1912.

Holds that "the real aim of civics instruction will never be realized until the student is brought into a position where he will be able first to appreciate his environment, second, to sympathize with that environment, and third, to complete the process of socialization by adapting himself to that environment."

Tozier, Josephine. The Montessori schools in Rome. World's work (London), 19: 250–65, February 1912.

Vocational guidance. Vocational education, 1: 286–97, March 1912.

Treats of vocational guidance in Boston, New York city, Grand Rapids, Cleveland, and Waltham.

Weir, L. H. Arguments for public school department handling playground and public recreation activities. Western journal of education (San Francisco), 17: 2–3, February 1912.

Whitney, W. Application of zoology to the life of the pupil and of the community. School science and mathematics, 12: 171–76, March 1912.

Read before the biology section of the Central association of science and mathematics teachers, in Chicago, December 1, 1911.

Wilm, Emil C. The moral and religious influence of colleges. Educational review, 43: 292–309, March 1912.

Part of a chapter of a forthcoming book, "The culture of religion," Boston, 1912.

Suggests ways by which the college student would be enabled "to make something like the same progress in his moral and spiritual growth that he is expected to make in his physical and intellectual growth."

Winch, W. H. Mental fatigue in day school children as measured by immediate memory. Parts I and II. Journal of educational psychology, 3: 18–28, 75–82, January–February 1912.

UNITED STATES BUREAU OF EDUCATION

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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS

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1912

MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

INTRODUCTORY NOTES.

The following classification includes many of the leading titles listed in the present number of the Record: *Educational history*—Aspinwall, Outlines; Corcoran, Classical teaching; Lyte, Eton college. *Educational principles and methods*—Berle, School in the home; Hodge, Association educational work; Holmes, What is and what might be; Johnston, High school education; Kerschensteiner, American methods; The Montessori method, tr. by Anne E. George, with periodical article on same by Warren; Thorndike, Education. *Pedagogy of special subjects*—Suzzallo, Primary arithmetic; Todd, Economic basis for civics; Kern and Sherman, periodical articles on classical teaching; Jones, High school English, with periodical articles by Alton, Aydelotte, and D. C. Bliss; Carley, Third-grade history; Cajori, Study of mathematics; Mann, Teaching of physics; Eikenberry, High school science. *School administration*—Carnegie foundation, Sixth annual report; McCarthy, Wisconsin idea; Updegraff, City school expenses; Grade promotions (articles by experts), with other periodical articles on promotions by Cloud and Phillips, and on measuring teaching efficiency by Boyce and Doughty; Latham, Requirements for superintendent's certificates; A. C. Perry, Women and "equal pay"; Smith, Education policy in England. *School hygiene and sanitation*—Periodical articles by Evans, Rall, and Terman. *Exceptional children*—National association for the study and education of exceptional children, Proceedings; periodical articles, The child that is different, by Dorr, and on instruction of gifted children by Downes, Holmes, Sakaki, and Zauck. *Rural education*—Cubberley, Improvement of rural schools; Kunkel and Charters, School consolidation; periodical articles by Harris, McCullough, and Randlett. *Agricultural education*—Bureau of education, Agricultural education in secondary schools; periodical articles by Bricker and Coffman. *Vocational and industrial education, Manual training*—National society for the promotion of industrial education, Proceedings; periodical articles by Chaplain, Dodd, Loughlin, Mayer, Newell, Richmond, Snedden, and Voorhees. *Moral education*—C. K. Taylor, Moral education of school children; periodical articles by Hoben, Neumann, and Sharp. *Schools as social centers*—Periodical articles by Hanmer and C. A. Perry, and on Recreation centers. *Libraries in education*—Periodical articles by H. E. Bliss, Henry, Schneider, and Wilson.

Books, pamphlets, etc., intended for inclusion in this record should be sent to the Library of the Bureau of Education, Washington, D. C.

BOOKS AND PAMPHLETS.

Aspinwall, William B. Outlines of the history of education. New York, The Macmillan company, 1912. xvi, 195 p. 12°.

Ayres, Leonard P. A scale for measuring the quality of handwriting of school children. New York city, Russell Sage foundation, Dept. of child hygiene [1912] 17 p. 8°. [(Russell Sage foundation. Dept. of child hygiene. Pamphlets) no. 113]

Measuring scale for handwriting; 1 folded sheet laid in.

Berle, Adolph A. The school in the home; talks with parents and teachers on intensive child training. New York, Moffat, Yard and company, 1912. 210 p. 12°.

Carnegie foundation for the advancement of teaching. Sixth annual report of the president and of the treasurer. New York city, October 1911. 154 p. 4°.

Contains: Part I. The business of the year. Part II. Educational progress and tendencies from a national point of view: Education and the nation; State systems of education—types, variation in organization, variation in efficiency; Recent educational legislation; Noteworthy educational progress of the South; Relations of secondary school, college and university; Increase in number and in attendance of higher institutions during last decade; Increase in number of students as related to educational progress; Professional education—medicine, engineering, law, theology; Progress in religious education; Rise of the graduate school; Progress of the state universities toward educational and political freedom; Development of an effective board of government; Influence of organized alumni on American colleges; Right system of schools for an American commonwealth.

Corcoran, Timothy. Studies in the history of classical teaching, Irish and continental, 1500–1700. London [etc.] Longmans, Green and co., 1911. xviii, 306 p. 8°.

By Rev. T. Corcoran, S. J., professor of education in the National university of Ireland. The main purpose of the volume is to present, with adequate proof, the position in the history of education which may fairly be claimed for the *Janua linguarum* of William Bathe, which preceded by twenty years the *Janua linguarum reserata* of Comenius.

Cubberley, Ellwood P. The improvement of rural schools. Boston, New York [etc.] Houghton Mifflin company [1912] x, 76 p. 12°. (Riverside educational monographs, ed. by H. Suzzallo)

CONTENTS.—Editor's introduction. I. The problem. II. More money. III. Better organization. IV. Better supervision.

Hodge, George B., *ed.* Association educational work for men and boys; a handbook of principles, policies and methods of meeting the educational needs of men and boys. New York, London, Association press [1912] 256 p. illus. 8°.

Mr. Hodge is educational secretary of the International committee, Young men's Christian associations.

Holmes, Edmond Gore Alexander. What is and what might be; a study of education in general and elementary education in particular. Fifth impression. London, Constable & co. ltd., 1912. ix, 308 p. 8°.

CONTENTS.—Part I. What is, or The path of mechanical obedience: 1. Salvation through mechanical obedience. 2. Education through mechanical obedience. 3. A familiar type of school. Part II. What might be, or The path of self-realisation. 4. A school in Utopia. 5. Education through self-realisation. 6. Salvation through self-realisation.

"My aim in writing this book is to show that the externalism of the West, the prevalent tendency to pay undue regard to outward and visible 'results' and to neglect what is inward and vital, is the source of most of the defects that vitiate education in this country, and therefore that the only remedy for those defects is the drastic one of changing our standard of reality and our conception of the meaning and value of life."—Author in Pref.

Jewish Chautauqua society. The Chautauqua system of Jewish education. Jewish education. Historical survey. Philadelphia, Pa., The Jewish Chautauqua society, 1912. 102 p. 12°.

Johnston, Charles Hughes, *ed.* High school education. Professional treatments of the administrative, supervisory, and specifically pedagogical functions of secondary education, with special reference to American conditions. New York, C. Scribner's sons, 1912. xxii, 555 p. 12°.

Bibliography: p. 471–531.

By 25 leading educators, covering Current demands upon progress, Disciplinary basis of courses, History of secondary curriculums since the Renaissanee, Reorganizing secondary education, Instruetion: its organization and control, Mathematics, Physies, Chemistry, Biology, Physiography, English, Public speaking, etc., Latin, Modern languages, History, civil government, and political economy, Drawing, Music, Moral education, Physiology and hygiene, Sex pedagogy, Agriculture, Commercial education, Vocational training, Praetical arts for girls, Psyehology, High school library.

Jones, Charles Edward. Sources of interest in high school English. New York, American book company [1912] 144 p. 12°.

Kunkel, O. L. *and* **Charters, W. W.** Rural school consolidation in Missouri. Columbia, Mo., University of Missouri, 1911. 36 p. illus. 8°. (University of Missouri bulletin. Education series. vol. 1, no. 2)

Lyte, *Sir* **Henry Churchill Maxwell.** A history of Eton college (1440–1910). 4th ed., rev. throughout and greatly enl. London, Macmillan and co., limited, 1911. xxiv, 627 p. illus. 8°.

McCarthy, Charles. Educational legislation. *In his* The Wisconsin idea. New York, The Macmillan company, 1912. p. 124–55.

A chapter devoted mainly to the extension work of the University of Wisconsin, and to agricultural and industrial education.

Mann, C. Riborg. The teaching of physics for purposes of general education. New York, The Macmillan company, 1912. xxv, 304 p. 12°. (Teachers' professional library, ed. by N. M. Butler)

Bibliography: p. 291–99.

The first part of this book traces the development of the present situation. The second traces the origin of physics, and seeks to establish its leading characteristics and to define its possibilities as a means of general education. In the third part the purpose of physics teaching is stated, and hints are given as to how this purpose may be attained.

Montessori, Maria. The Montessori method. Scientific pedagogy as applied to child education in "the children's houses," with additions and revisions by the author. Tr. from the Italian by Anne E. George, with an introduction by Prof. H. W. Holmes, of Harvard university. With 32 illustrations from photographs. New York, F. A. Stokes company, 1912. xlii, 377 p. 8°.

Seccombe, Thomas *and* **Scott, Harold Spencer,** *comps.* In praise of Oxford, an anthology in prose and verse. [Vol. II] Life and manners. London, Constable and company ltd., 1912. xv p., p. 333–794. 8°. [Constable's anthologies]

Suzzallo, Henry. The teaching of primary arithmetic. A critical study of recent tendencies in method. With an introduction by David Eugene Smith. Boston, New York [etc.] Houghton, Mifflin company [1912] xi, 124 p. 12°. (Riverside educational monographs, ed. by H. Suzzallo)

Taylor, Albert R. Among ourselves; a schoolmaster with his friends at the round table. Chicago, O. P. Barnes [1912] 171 p. illus. 12°.

Short talks on various pedagogical topics by the president of James Millikin university.

Taylor, Charles Keen. The moral education of school children. Philadelphia, Pa., Printed for C. K. & H. B. Taylor [1912] 77 p. 8°.

Thorndike, Edward L. Education. A first book. New York, The Macmillan company, 1912. ix, 292 p. illus. 12°.

A "brief, simple, untechnical account of the aims, means, methods and results of education, of the conditions set by the laws of human nature, and of the part that school education plays in American life."

Worst, Edward F. *and* **Keith, Edna.** Educative seat work. Chicago, Thomas Charles company, 1912. 141 p. illus. 8°.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

A study of expenses of city school systems. By Harlan Updegraff. Washington, 1912. 96 p. (Bulletin, 1912, no. 5) [473]

Agricultural education in secondary schools. Papers read at the second annual meeting of the American association for the advancement of agricultural teaching, Columbus, Ohio, November 14, 1911. Washington, 1912. 53 p. (Bulletin, 1912, no. 6) [474]

CONTENTS.—1. F. W. Howe: Essentials in a State system of agricultural education. 2. E. C. Higbie: The need for reliable scientific data regarding social and economic conditions in rural communities. 3. D. O. Barto: The proper equipment of an agricultural high school. Discussion by D. J. Crosby. 4. R. W. Stimson: The Smith's agricultural school and agricultural education in Massachusetts. 5. A. V. Storm: The unprepared teacher of agriculture in high schools and colleges of education. 6. A. C. Monahan: What is done to prepare teachers of secondary school agriculture.

Educational status of nursing. By M. Adelaide Nutting. Washington, 1912. 97 p. (Bulletin, 1912, no. 7) [475]

Peace day (May 18). Suggestions and material for its observance in the schools. Comp. by Fannie Fern Andrews, secretary of the American school peace league. Washington, 1912. 46 p. (Bulletin, 1912, no 8) [476]

Bibliography: p. 41–46.

PUBLICATIONS OF ASSOCIATIONS.

Associated academic principals and Council of elementary school principals and teachers. Proceedings of the twenty-seventh annual meeting. . . . Syracuse, N. Y. December 28–30, 1911. 173 p. 8°.

Contains: 1. P. P. Claxton: Some factors in the pedagogy of the elementary and of the high school, p. 13–15. 2. A. S. Draper: Weaknesses in American universities, p. 16–33. 3. E. W. Smith: The importance of oral English in the schools, p. 33–41. 4. C. A. Richmond: Educational values, p. 41–46. 5. C. D. Kingsley: College entrance requirements, p. 46–52. 6. C. E. Rhodes: The real preparation for college in English, p. 53–54. 7. R. A. Pearson: Education in agriculture, p. 55–58. 8. G. F. Warren: Education in agriculture, p. 58–61. 9. Earl Barnes: [Abstract of address on] Impending changes in our educational ideas and ideals, p. 62–65. 10. L. F. Hodge: Academic subjects in the grammar grades, p. 65–71. 11. J. G. Riggs: Tenure of office, p. 71–77. 12. P. L. Wright: The teachers' retirement fund law, p. 77–83. 13. D. A. Preston: Conservation in mathematics, p. 120–28. 14. Hugo Newman: Up-to-date science in the grades, p. 128–36. 15. E. W. Lyttle: How may principals and supervisors be of most value to the grades? p. 136–43. 16. E. A. Knowles: How much agriculture can be taught in the seventh and eighth grades, p. 144–49. 17. C. A. Richmond: Conservation in education, p. 150–52. 18. E. May Schemerhorn: How to help children discover material for oral composition, p. 153–57. 19. A. D. Dean: Industrial education in the elementary school, p. 158–61. 20. F. A. Gallup: How to enrich the teacher's equipment, p. 161–66. 21. W. A. Torrance: Aids in geography and history, p. 166–69. 22. H. M. Pollock: The physical needs of the grammar school girl, p. 169–73.

High school teachers' association of New York city. Year book, v. 5, 1910–1911. 142 p. 8°. (Lillian B. Sage, secretary, Washington Irving high school, New York.)

Contains: 1. C. D. Kingsley: Articulation of high school and college, p. 13–16. 2. E. W. Weaver: Vocational guidance in the high schools of New York City, p. 17–25. 3. W. H. Eddy: Final report of the Committee on revision of the high school course of study, p. 26–30. 4. Final report of the sub-committee on a general course for girls, p. 31–62. 5. Final report of the sub-committee on a college preparatory course for boys and girls, p. 63–84. 6. Final report of the sub-committee on a preparatory course for boys entering commercial life, p. 85–105. 7. Report of Committee on child-welfare exhibit, p. 106–11. 8. The elementary school in the high school, p. 113–27.

Illinois state teachers' association. Journal of proceedings of the fifty-seventh annual meeting . . . held at Chicago, Ill., December 27–29, 1910. Springfield, Ill., Illinois state journal co., state printers, 1911. 297 p. 8°. (Caroline Grote, secretary, Macomb, Ill.)

Contains: 1. Ella F. Young: President's address, p. 96–100. 2. A. F. West: The assault on our colleges, p. 100–104. 3. W. H. Allen: Civic education through public schools, p. 115–18. 4. W. O. Thompson: The moral aspect of the public health, p. 118–23. 5. M. G. Hogge: The preparation of teachers—sympathetic appreciation of the daily task, p. 123–26. 6. W. C. Bagley: The preparation of

teachers with reference to moral ideals, aims and prejudices, p. 127–33. 7. F. G. Blair: Intellectual needs of the teacher, p. 133–37. 8. D. E. Davenport: Vocational work in the public schools, p. 137–42. 9. Claude Brown: Elimination and retardation of pupils, p. 144–48. 10. G. W. Brown: Retardation and elimination, p. 149–50. 11. U. G. Hoffman: Country school improvement, p. 150–58. 12. Committee on ethics: Ethical relations of the superintendent, p. 167–71. 13. H. B. Wilson: School's duty to the state's children, p. 171–76. 14. W. J. Bartholf: Vocational training for the state's children, p. 176–81. 15. W. O. Thompson: The denominational colleges and the state university, p. 202–207. 16. F. H. Fowler: Special functions for Illinois colleges, p. 212–18. 17. Sarah M. Imboden: Practical teaching of children to study, p. 244–48. 18. David Felmley: What one teacher alone can do in the village high school, p. 260–64. 19. C. S. Stewart: Efficiency of the village high school in relation to its equipment, p. 264–69. 20. W. H. Brewster: What two teachers can do in a small high school, p. 269–71. 21. J. W. Morgan: What credit is due the graduate of the smaller village high school? p. 271–75.

Indiana state teachers' association. Proceedings and papers . . . December 27, 28, 29, 1911, Indianapolis. 142 p. 4°. (J. B. Pearcy, secretary-treasurer, Anderson, Ind.)

Contains: 1. R. J. Aley: Meaning and purpose of education, p. 15–17. 2. Woods Hutchinson: Fresh air in the school-room and elsewhere, p. 22–25. 3. E. B. Bryan: By-products of the school, p. 25–28. 4. Henry Suzzallo: Making teaching a profession, p. 29–32. 5. Orra Hopper: The farm, the center of school life, p. 44–46. 6. Emma Colbert: The application of Froebelian principles to teaching in the grades, p. 61–63. 7. J. L. Ketcham: What teachers can do to aid industrial education, p. 64–66. 8. F. M. Leavitt: The relation of the present movement for vocational education to the teaching of the mechanic arts, p. 66–68. 9. R. J. Aley: The high school course, p. 74–76. 10. W. A. Jessup: Some changing conceptions of childhood, p. 81–84. 11. T. T. Martin: To what extent may the work of the county institute be made concrete by the use of illustrative materials, p. 100–102.

Kentucky educational association. Proceedings . . . fortieth annual session, Owensboro, Kentucky, June 27, 28, 29, 1911. Louisville, Standard printing co. [1912] 233 p. 8°. (T. W. Vinson, secretary, Frankfort, Ky.)

Contains: 1. Report of Committee on professional ethics, p. 18–22. 2. McHenry Rhoads: Secondary education in Kentucky, p. 53–57. 3. A. J. Kinnaman: The normal school in the educational economy of the state, p. 58–64. 4. H. S. Barker: The state university and its relation to the material development of the commonwealth, p. 65–81. 5. Ellsworth Regenstein: The relation of the rural school to the economic, social and spiritual welfare of the state, p. 97–101. 6. Cora W. Stewart: The one-room school, p. 101–5. 7. E. P. Kelly: Local taxation, p. 105–7. 8. Desha Breckinridge: Should Kentucky women have school suffrage, p. 116–21. 9. Julia A. Robinson: Library extension in Kentucky, p. 121–26. 10. J. U. Snyder: Motivating the course of study of secondary schools, p. 127–31. 11. Agnes Kelly: In what way can the high school best minister to the social life of the community, p. 131–34. 12. Lelia E. Patridge: Why child study has failed, p. 135–40. 13. W. J. Craig: The course of study in physics for the county high school, p. 162–65. 14. R. P. Green: Course of study in physiography for high schools and its rational treatment, p. 165–76. 15. E. F. Darnaby: The treatment of the essentials of high school mathematics, p. 176–87.

Maine teachers' association. Proceedings . . . tenth annual meeting, Augusta, October 25, 26, 27, 1911. Lewiston, Me., Journal printshop, 1912. 108 p. 8°. (Harold A. Allan, secretary, Augusta, Me.)

Contains: 1. P. P. Claxton: The public high school and its progress in America, p. 24. 2. R. J. Aley: Some problems in school supervision, p. 25–27. 3. Payson Smith: The public school in its relation to civic and social reform, p. 29–31. 4. R. J. Aley: Education and moral strength, p. 32–34. 5. P. P. Claxton: The nation's interest in education, p. 35–36. 6. Gustaf Larsson: Sloyd an important factor in the education of boys, p. 40–43. 7. R. J. Aley: Organizing methods, and results of the reading circle system, p. 53–55. 8. Payson Smith: The rural school and its library, p. 78.

Mississippi teachers' association. Proceedings of the twenty-sixth annual meeting . . . Jackson, Miss., May 4, 5 and 6, 1911. Jackson, Miss., Tucker printing house [1911] 191 p. 8°. (Edward L. Bailey, secretary, Jackson, Miss.)

Contains: 1. J. W. Bell: President's address—[Present status of education in our state] p. 27–34. 2. J. S. Sexton: Our educational problems, p. 34–44. 3. W. C. Mabry: The importance of health work in our rural schools, p. 56–58. 4. E. S. Balthrop: The city school, p. 59–62. 5. O. A. Shaw: Latin in the high school, p. 62–67. 6. Susie V. Powell: Future plans for school improvement, p. 78–81. 7. G. D. Dean: How can a school strengthen its influence in a community? p. 84–88. 8. W. L. Kennon: Chemistry as a high school subject and some suggestions for teaching it, p. 97–107. 9. B. L. Hatch: The after value of a course in high school science, p. 107–10. 10. Ida Sitler: Physiology and hygiene in the public schools, p. 110–17. 11. J. C. Hardy: The function and equipment of the agricultural high school, p. 150–53. 12. Susie V. Powell: Report of the School improvement associatiou 1910–11, p. 159–64.

National association for the study and education of exceptional children. Proceedings of the second annual conference on the problem of the exceptional child, December first and second, 1911. [Plainfield, N. J., Courier-News job print, 1912] 190 p. 8°.

Contains: 1. J. J. Cronin: The relation of exceptional physical conditions to exceptional mental conditions, 57–63. 2. M. P. E. Groszmann: The backward child vs. the feeble-minded child, p. 73–80. 3. G. P. Barth: Educational needs of various kinds of exceptional children, p. 84–87. 4. Richard Welling: How to socialize the unsocialized child. Constructive attitude towards pseudo-atypical children, p. 91–99. 5. L. P. Ayres: The identification, location and enumeration of the misfit child in the public schools, p. 103–11. 6. F. C. Lewis: The exceptional child in the private school, p. 113–16. 7. George Meylan: Some observation on the value of physical activities in the education of atypical boys, p. 117–20. 8. F. E. Bolton: The relation of the state to the education of exceptional children, p. 121–27. 9. C. A. Eaton: Faulty home education as a case of exceptional development, p. 144–47. 10. J. M. Fletcher: Speech defects in children, p. 148–59.

National education association. Department of superintendence. Abstract of proceedings, February 26–29, 1912, St. Louis, Mo. Journal of education, 75: 283–93, 297–301, March 14, 1912.

Contains: 1. W. H. Allen: How may a community learn its unmet school needs? 2. E. E. Jones: The relation of normal schools to departments and schools of education in colleges and universities. 3. Lucy Wheelock: The function of the kindergarten in the public school system. 4. C. G. Pearse: Do schools of trades meet the needs of city children for vocational training? 5. A. W. Edson: Special schools in the larger American cities. 6. M. G. Brumbaugh: The relation of an urban community to its public school system. 7. W. H. Elson: Waste and efficiency in school studies. 8. E. F. Buchner: What should be the difference between graduate and undergraduate work in education? 9. G. F. James: The relation of normal schools to departments and schools of education in universities. 10. J. E. Lough: Undergraduate degrees in education in various colleges and universities. 11. E. T. Fairchild: Needed changes in rural school education. 12. W. H. French: High-school agriculture without state subsidy. 13. W. H. Allen: Securing public support for health work in schools. 14. Earl Barnes: The educational value of the study of agriculture. 15. V. A. C. Henmon: The present status of education as a science—the problem of educational psychology. 16. G. D. Strayer: The problems of standards and tests of the efficiency of schools or systems of schools. 17. F. M. Leavitt: Classification of plans for industrial training. 18. Meyer Bloomfield: Vocational guidance. 19. R. W. Stimson: The vocational agricultural school: with special emphasis on part-time work in agriculture. 20. M. W. Murray: The separate or independent industrial school. 21. W. R. Hart: Should agriculture be taught as agriculture or as applied science in public high schools? 22. J. F. Barker: The separate technical high school. 23. A. C. Monahan: Training of teachers for secondary courses in agriculture. 24. D. E. Phillips: The child vs. promotion machinery. 25. G. D. Knox: How should the school system contribute to an intelligent choice of vocation on the part of the pupil? 26. G. A. Mirick: Prevocational industrial training in the seventh and eighth grades. 27. G. M. Wilson: Janitorial service.

National society for the promotion of industrial education. Proceedings fifth annual meeting, Cincinnati, Ohio, November 2–4, 1911. New York, National society for the promotion of industrial education, 1912. 239 p. 8°. (*Its* Bulletin No. 15—Charles A. Prosser, secretary)

Contains: 1. How shall the obligation to provide industrial education be met. The obligation of the employer [by] H. E. Miles, p. 29–37; The obligation of the employee [by] Frank Duffy, p. 38–48. 2. J. P. Munroe: President's address, p. 49–56. 3. Herman Schneider: Co-operative plan of the University of Cincinnati, p. 59–67. 4. P. A. Johnston: Vocational plans in the high school, p. 68–79. 5. J. H. Renshaw: The Cincinnati continuation school for apprentices, p. 80–95. 6. J. L. Shearer: The Ohio mechanics' institute, p. 96–103. 7. A. L. Williston: Evening trade and industrial schools, p. 105–18. 8. C. P. Cary: Part-time schools, p. 119–22. Discussion, p. 122–25. 9. David Snedden: Report of Committee on national legislation, p. 126–34. 10. C. A. Prosser: The training of the factory worker through industrial education, p. 137–55. 11. E. G. Cooley: The argument for industrial education from the success of Germany, p. 178–92. 12. J. P. Frey: A trade union view of industrial education, p. 193–97. Discussion, p. 197–200. 13. Should trade schools for youth above sixteen years of age be provided at public expense? [by] J. P. Munroe, p. 201–203; [by] C. G. Pearse, p. 204–18; [by] G. M. Forbes, p. 219–26.

New England association of chemistry teachers. [Proceedings of the] forty-third regular meeting, February 3, 1912, Boston, Mass. 36 p. 8°. (Ralph C. Bean, secretary)

Contains: David Snedden: Problems of science instruction in secondary education, p. 20–28.

North Carolina teachers' assembly. Proceedings and addresses of the twenty-eighth annual session . . . Raleigh, November 29–December 2, 1911. Raleigh, N. C., Edwards & Broughton printing co. [1912] 282 p. 8°. (R. D. W. Connor, secretary-treasurer, Raleigh, N. C.)

Contains: 1. J. H. Kirkland: The teacher and his work, p. 32–34. 2. C. L. Coon: The need of a constructive educational policy for North Carolina, p. 35–49. 3. Nan L. Mildren: The story: its place in education, p. 49–61. 4. Nan L. Mildren: Educational and professional qualifications for primary teachers, p. 62–73. 5. Etta Spier: Certification of primary teachers, p. 73–79. Discussion, by C. W. Wilson, p. 79–84. 6. Mary O. Graham: The outlook in this state for the primary teacher, p. 95–110. 7. R. A. Merritt: The grammar school course of study: its aims and content, p. 138–43. 8. C. H. Jenkins: Practical hygiene teaching and the study of the pupil's physical condition, p. 148–58. 9. E. E. Balcomb: Agriculture and school gardening, p. 158–73. 10. R. H. Latham: Educational and professional qualifications of superintendents, p. 174–93. Discussion, by C. L. Coon, p. 194–95. 11. N. C. Newbold: The certification of superintendents, p. 195–203. 12. J. A. Matheson: A five-year course of study for superintendents and principals, p. 203–209. 13. J. L. Manu: Provisions for individual differences in the high school organization, p. 213–20. Discussion, by Frederick Archer, p. 220–24. 14. H. W. Chase: A constructive program for the training of principals and superintendents, p. 224–34. Discussion, by J. H. Highsmith, p. 234–37. 15. J. A. Bivius: Minimum high school library requirements, p. 239–51. Discussion, by J. P. Breedlove, p. 251–54. 16. R. H. Bachman: Minimum physical equipment for a three-teacher high school, offering a four-years' course, p. 254–62.

Pennsylvania state educational association. Directors' department. Proceedings of the seventeenth annual session at Harrisburg, February 1 and 2, 1912. Pennsylvania school journal, 60: 397–425, March 1912.

Contains: 1. C. C. Green: Educational ideals. 2. N. C. Shaeffer: Address. 3. R. B. Teitrick: The director and advancement. 4. E. L. Keen: Medical inspection and precaution in the schools. 5. D. F. Fortney: The school code. 6. C. M. Magee: The school code. 7. F. E. Downes: The code in its relation to training school teachers.

ARTICLES IN PERIODICALS.

Allinson, Francis G. Culture, the ideal of the college. Virginia journal of education, 5: 270–75, March 1912.

Emphasizes two things, first "that culture does not necessarily exclude vocational training while the latter may include culture," and second that culture is not equivalent to effeminacy and dilettantism.

Alton, Margaret. Third year English in secondary schools. Education, 32: 505–508, April 1912.

To remedy the self-cousciousness of pupils of the third year, with its resultiug embarrassment of thought or of expression, the writer suggests a plan "to let at least two-thirds of the class study be done by separate classes of girls and boys, the other one-third to be 'result' work or mechanical drill."

Aydelotte, Frank. English as training in thought. Educational review, 43: 344–77, April 1912.

Criticises some of the methods of university instruction in English.

Bailey, Henry Turner. A notable high school. School arts book, 11: 810–16, April 1912.

A short sketch of the high school building and equipment in Richmond, Indiana.

Bliss, D. C. Some results of standard tests. Psychological clinic, 6: 1–12, March 1912.

Some results of tests in English composition.

Bliss, Henry E. Departmental libraries in universities and colleges. Educational review, 43: 387–409, April 1912.

The writer contends that "the administration of the library of a university centers about the problem of departmental libraries." The arguments presented are applicable in some measure to colleges generally.

Boyce, Arthur Clifton. Qualities of merit in secondary school teachers. Journal of educational psychology, 3: 144–57, March 1912.

Results obtained from a questionnaire sent to 235 superintendents and principals.

"The specific qualities of merit are taken from a list proposed by Prof. E. C. Elliott of Wisconsin as a basis of measuring teaching efficiency."

Breitenbach, H. P. The card index for teachers. School review, 20: 271–72 April 1912.

The writer claims that "the class book, which is still in almost universal use, is far inferior to the index card."

Brett, George P. The need of commercial education. Independent, 72: 728–30, April 4, 1912.

The author says that "for the children of our cities, about 90 per cent. of whom leave school at about the age of fourteen and enter business, commercial education is vitally necessary."

Bricker, G. A. The sequence of the seasons in teaching elementary agriculture. Education, 32: 489–93, April 1912.

Lays down the following rule: "At any given season of the year, teach those agricultural things in which the farming community is interested at that time."

Butler, Nicholas Murray. International influence of the university. Columbia university quarterly, 14: 146–53, March 1912.

"Reprinted from the President's Annual Report, 1911, p. 14–25."

Cajori, Florian. A review of three famous attacks upon the study of mathematics as a training of the mind. Popular science monthly, 80: 360–72, April 1912.

Outlines the attacks upon the study of mathematics made by Hamilton, Schopenhauer, and Huxley. States that "the new psychology is not hostile to mathematics, except perhaps to the formal or mechanical parts of algebra."

Carley, Pearl Backus. Third-grade history work in Francis W. Parker school. Elementary school teacher, 12: 349–69, April 1912.

Studies in the history of Chicago. Topical outline given.

Chaplain, Alexandria. Manual and industrial instruction in the public school. Virginia journal of education, 5: 256–59, March 1912.

The author points out that manual and industrial instruction in the public schools is an educational, economic, and social necessity.

Cloud, Emma. Hasty promotions. Pennsylvania school journal, 60: 436–37, March 1912.

Discussion by J. Horace Landis, p. 437–40.

Coffman, L. D. Pedagogy of secondary school agriculture. Nature-study review, 8: 87–99, March 1912.

"A critical examination of the pedagogical conditions and principles involved in the introduction of agriculture into the secondary schools."

Cooper, Clayton S. The American undergraduate. Century magazine, 83: 881–92, April 1912.

Fourth paper in series. Discusses various phases of undergraduate life, such as student government; college journalism; choosing a college, etc.

Craig, Anne Thorpe. A department of folk drama in the schools and playgrounds. Educational foundations, 23: 463–72, April 1912.

A scheme of work for a department of folk drama, the object of such a department being primarily to encourage and develop powers of expression in the pupils.

Dawson, Jean. Some effects of civic biology in the home. School science and mathematics, 12: 313–21, April 1912.

Dodd, Alvin E. Vocational consciousness in manual training. Manual training magazine, 13: 329–38, April 1912.

Argues that manual training is the natural basis upon which to build up a large and important section of vocational work.

Dorr, Rheta Childe. The child that is different. Century magazine, 83: 924–30, April 1912.

A study of exceptional children.

Doughty, W. F. On determining the teacher's efficiency. Texas school journal, 29: 1–4, March 1912.

Recommends the tentative scheme for the measurement of teaching efficiency devised by Prof. Elliott of the University of Wisconsin.

Downes, Frederick E. Seven years with unusually gifted pupils. Psychological clinic, 6: 13–17, March 1912.

Experience in the schools of Harrisburg, Pa. Reprinted.

Eikenberry, William L. The general-science course in the University high school. School review, 20: 217–27, April 1912.

The University high school, Chicago, Ill., early recognized "the necessity for an elementary study of the field of all the sciences as a requisite for success in any one of them."

Evans, William A. Pupil efficiency. School science and mathematics, 12: 278–85, April 1912.

A paper read before the Central association of science and mathematics teachers, Lewis institute, Chicago, December 1, 1911, in which the author emphasizes the necessity of better ventilation in school rooms.

Fraser, *Sir* Andrew. Sectarian universities in India. Nineteenth century, 71: 719–29, April 1912.

An account of a remarkable movement in India for the foundation of Hindu and Mohammedan universities.

Grade promotions. Articles by experts on latest special plans as worked out in various cities. Journal of education, 75: 373–80, April 4, 1912.

Contains: 1. C. H. Dempsey: Flexible grading and promotion, p. 373–75. 2. The Cambridge plan, p. 375–76. 3. W. H. Holmes: Promotion classes for gifted pupils, p. 376–79. 4. J. H. Carfrey: Grading and promotions, p. 379–80. 5. The St. Louis plan, p. 380.

Gradenwitz, Alfred. A school for colonial science. Scientific American supplement, 73: 232–33, April 13, 1912.

Describes the newest departure in German educational work. The Colonial academy at Witzenhausen-on-Werra is organized to train pupils for the various economical pursuits open to the individual colonist.

Hanmer, Lee F. The wider use of the school plant. American education, 15: 304–8, March 1912.

Describes briefly the kind of school plant that "shall make possible an all-round development of the boys and girls, and in so far as possible serve the social, educational and recreational needs of the whole community."

Harris, Pearl B. Mechanics of country school teaching. Ohio educational monthly, 61: 149–57, April 1912.

Personal experience of the author in a country school having eight grades. Advocates applying some of the most obvious principles of general scientific management to the mechanical parts of teaching and thus save time for real teaching.

Haycock, C. Sibley. Lip-reading. The art of Judith Lee. Volta review, 14: 9–14, April 1912. illus.

Hénin, B. L. Jean Jacques Rousseau and physical education. Education, 32: 461–73, April 1912.

Discusses Rousseau's attitude towards physical education in "Émile," and the relation of physical instruction to intellectual and moral education. Also separately reprinted.

Henry, Norman E. School libraries. Education, 32: 474–77, April 1912.

Argues that a school library is a vital part of the educational machinery of every first-class high school.

Hicks, Vinnie C. Organizing child-study work in a small city. Elementary school teacher, 12: 378–82, April 1912.

Describes work accomplished in Oakland, California.

Hoben, Allen. The ethical value of organized play. Biblical world, 39: 175–87, March 1912.

Advocates the saving power of organized play, and expresses regret that the play movement has not centered about the public schools.

Holmes, W. H. Promotion classes for gifted pupils. Journal of education, 75: 376–79, April 4, 1912.

Kern, James W. Why should the classics be studied and how? Virginia journal of education, 5: 282–85, March 1912.

A paper read before the Classical association of Virginia, November 28, 1911.

Kerschensteiner, Georg. Die volksschule der Vereinigten Staaten von Amerika. 3. Lehrmethoden. Süddeutsche monatshefte, 9: 705–17, March 1912.

The first and second articles of this series, dealing with organization and administration, which appeared in the Monatshefte for January and February, are epitomized and reviewed in the Educational review, April 1912, p. 428–31.

Ladd, George T. On the need of administrative changes in the American university. Popnlar science monthly, 80: 313–25, April 1912.

States that "the vice of extravaganee in administration is being distinctly fostered by the system at present prevailing in our larger and wealthier universities . . . In the laek of knowledge, of confidence and of co-operation, most of the embarrassments, difficulties, failures and scandals connected with the present system of university administration in this country undoubtedly arise."

Layden, *Sir* Godfrey. Our pnblic schools and their influence. Nineteenth century, 71: 568–81, March 1912.

Discusses the influence of the great secondary schools of England, such as Eton, Harrow, Rugby, etc.

Latham, R. H. Scholarship and experience requirements for snperintendent's certificates in 47 states. North Carolina education, 6: 10, April 1912.

Loughlin, A. P. Standardizing seventh and eighth grade manual training. Manual training magazine, 13: 339–51, April 1912.

Shows what was aecomplished in the nineteen grade schools of Peoria, Illinois.

Maass, J. Humor und schule. Allgemeine deutsche lehrerzeitung 64: 73–77, February 16, 1912.

McCullough, Jane. Rnral high schools. Pennsylvania school journal, 60: 433–35, March 1912.

McCormick, Samuel Black. College athletics from the viewpoint of the president of a university. American physical edncation review, 17: 138–45, March 1912.

"Paper presented at the sixth annual eonvention, National collegiate athletie assoeiation, New York, Deecmber 28, 1911."

Main, Josiah. Plans and pnrposes of a modern high school. Kansas school magazine, 1: 27–35, 101–109, Jannary, March 1912.

Part II appearing in the March number has the sub-title "Motor education."

Mayer, Mary Josephine. Vocational training in our public schools. American review of reviews, 45: 449–56, April 1912.

Argues that vocational training is not opposed to eulture. Reviews the situation in this eountry.

Moncreiff, W. F. A rational pedagogy in action, or The "Oakgrove garden school." Progressive teacher, 18: 41–44, April 1912.

"The pedagogical idea and practice in this school is unique in Tennessee. It is the only school, as far as the author knows, in the State that attempts to put into practiee, in a rational way, the idea that the school should educate the whole people—those who go and those who stay at home."

Moore, Thomas V. The empirical movement in edncation. Catholic educational review, 3: 223–35, March 1912.

A survey of the progress of the movement, indicating its principal features, and showing the tendencies in America, France, and Germany.

Nalder, F. F. The high school commencement. Northwest journal of education, 23: 358–61, April 1912.

Suggestions for the annual graduation exercises of high schools.

Neumann, Henry. Some misconceptions of moral education. International journal of ethics, 22: 335–47, April 1912.

"Moral instruction which does not touch the deeper springs of eonduet becomes a fruitless and often harmful intelleetual exercise."

Newell, A. C. A lesson plan and some shop lecture outlines. Manual training magazine, 13: 297–305, April 1912.

The writer is convinced that elass teaching is far better at the beginning of any eourse in shop work.

Orvis, Mary Burchard. A university that goes to the people. American review of reviews, 45: 457–65, April 1912.

Describes the extension work of the University of Wiseonsin, which instructs boys in the faetory where they work.

Pavlista, J. A. A model schoolhouse. American school board journal, 44: 30–31, 52–53, April 1912.

A description of the Johnson building in Cedar Rapids, Iowa.

Pendleton, Ellen Fitz. The function of a college. American educational review, 33: 191–94, January 1912.

Claims that the two-fold function of the college is training for citizenship and the preparation of the scholar.

Perry, Arthur C. Women and "equal pay." Educational review, 43: 344–53, April 1912.

Discusses the action of the New York legislature in passing the teachers' equal pay bill, etc.

Perry, Clarence Arthur. Social center ideas in new elementary school architecture. American school board journal, 44: 11–15, 53, April 1912.

A survey of the newer elementary schoolhouses in two score of our leading cities and towns, demonstrating that the motive to provide structures which can be used by adults, as well as children, is becoming increasingly active.

Phillips, D. E. The child versus promotion machinery. Educational review, 43: 336–43, April 1912.

Maintains that "each child should, at all times, be at work in the grade and in the subjects that he can get the most out of without regard to what he knows or does not know about studies behind him, and without regard to how much more or less he knows than other pupils."

Pritchett, Henry S. Education and the nation. Atlantic monthly, 109: 543–53, April 1912.

Reviews the system of education in the United States, with special emphasis on the universities. Harvard's new plan of entrance examinations discussed.

The problem of sex instruction. Journal of education, 75: 313–23, 327–31, March 21, 1912.

A grouping of opinions and convictions of teachers, superintendents, physicians, preachers, and specialists on the problem of sex instruction.

Radosavljevich, Paul R. Social pedagogy. Pedagogical seminary, 19: 78–93, March 1912.

Bibliography: p. 90–93.

Gives four methods of scientific basis for the dogma of social pedagogy, and illustrates the practical side of social pedagogy by giving the ideas of Dewey, Riordan, and Kerschensteiner.

Rall, E. E. What Texas is doing for the physical welfare of her school children. Texas school journal, 29: 12–17, March 1912.

An address delivered before the Texas state teachers' association, December 30, 1910.

Randlett, Gordon W. The problem of the American rural school. Educator-journal, 12: 411–14, April 1912.

An address delivered before the Rural school section of the North Dakota state teachers' association, November 1, 1911.

Recreation centers. Playground, 6: 11–28, April 1912.

Shows the standing of the recreation center movement throughout the country.

Richmond, Sada Foute. The vocational school. Progressive teacher, 18: 35–36, April 1912.

An account of the first vocational public school started in the South, at Memphis, Tenn.

Rickert, Edith. What has the college done for girls? A personal canvass of hundreds of graduates of sixty colleges. Ladies' home journal, 29: 23–24, April 1912.

Fourth article of series. Discusses the question: "How can the woman's college be bettered."

Ross, Edward Alsworth. The Middle west, being studies of its people in comparison with those of the East. Third paper: State universities and their influence. Century magazine, 83: 874–80, April 1912.

Discusses the rise of the universities of the Middle west. Sketches in particular the status of the University of Wisconsin.

Rynearson, Edward. The conference hour in the Pittsburgh high schools. School review, 20: 246–53, April 1912.

Writer declares the "conference-hour plan" to be a useful and valuable adjunct to the work of the week. It combines the class and individual methods of teaching."

Sakaki, Yasusaburo. Some studies on so-called "abnormally intelligent" pupils. Psychological clinic, 6: 18–25, March 1912.

"Translated from Internationales archiv für schulhygiene, by William A. Stecher, director of physical education, Philadelphia, Pa."

Gives "some results of experimental research dealing with the so-called abnormally intelligent pupils."

Schneider, Joseph. A college course in bibliography. Catholic educational review, 3: 215–22, March 1912.

Gives the scope of a practical course of bibliography for the college man.

Schools in Springfield [Mass.] Journal of education, 75: 347–49, March 28, 1912.

Discusses promotion by subjects, special classes, flexibility in the curriculum, vocational school, etc.

Sharp, Frank Chapman, *and* **Neumann, Henry.** A course in moral education for the high school. School review, 20: 228–45, April 1912.

The course outlined is not entirely "an untried experiment." Portions of it have been given during the past three years in the high schools of Wisconsin and some other states.

Sherman, S. P. English and the Latin question. School and home education, 31: 331–44, April 1912.

The value of the study of Latin as a foundation for the study of English literature is proved by experimental examinations taken by students who have and who have not studied Latin.

Smith, F. E. Recent developments of education policy. Fortnightly review, n. s. no. DXLIII: 400–13, March 1, 1912.

Snedden, David. The practical arts in liberal education. Educational review, 43: 378–86, April 1912.

States that "in practical arts teaching the place for drill, systematic approach, and approximation of journeyman's standards, is in the vocational school."

Sutton, W. S. On some current educational criticism. Educational review, 43: 325–35, April 1912.

Intimates what should be the attitude of the scientific man to educational problems.

Terman, Lewis M. The medical inspection of schools. Sierra educational news, 8: 165–70, March 1912.

Terman, Lewis M. *and* **Childs, H. G.** A tentative revision and extension of the Binet-Simon measuring scale of intelligence. Journal of educational psychology, 3: 61–74, 133–43, 198–208, February, March, April 1912.

Todd, Edwin S. An economic basis for civics teaching. Education, 32: 478–84, April 1912.

Concluded from March number.

Turner, Kate E. What shall I do after high school? Ladies' home journal, 29: 10, 76, April 1912.

Describes the various professional and industrial channels open for girls, and their requirements.

Voorhes, O. P. The inception and development of an industrial elementary school. Elementary school teacher, 12: 383–87, April 1912.

Describes work at the Oyler School, Cincinnati, Ohio. Development of manual and industrial training.

Warren, Howard C. The "house of childhood": a new primary system. Journal of educational psychology, 3: 121–32, March 1912.

Maria Montessori and her methods.

Wilson, Louis R. A constructive library platform for Southern schools. Library journal, 37: 179–85, April 1912.

Read before the Southern educational association, Houston, Texas, December 2, 1911.

Zauck, C. Sonderklassen für hervorragend begabte schüler. Pädagogische zeitung, 41: 109–12, February 15, 1912.

Die kehrseite, by C. L. A. Pretzel, follows, p. 112–14.

UNITED STATES BUREAU OF EDUCATION

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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS

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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

INTRODUCTORY NOTES.

The thirteenth volume of the Catholic encyclopedia, recently published, contains an important article on Schools, listed in the present number of the Record. Other noteworthy titles are the following: *Educational principles and methods*—Blackshear, Education of childhood; Bureau of municipal research, Outside cooperation with the public schools of greater New York; Gansberg, Demokratische pädagogik; Gesell, Normal child and primary education; Munroe, New demands upon education; O'Shea, Everyday problems in teaching. Periodical articles, by Burk, High-school curriculum; Judd, Organization of energies of high-school students; Lewis, High school and the boy, and girl; Martin, Peculiar obligation of the public high school. *School administration*—Fellows, Comparative study of city school and rural school attendance. A series of papers in the May School review, read at the recent meeting of the Harvard teachers' association, by Ayres, Measuring educational processes; Furst and Gay, Tests of college efficiency; Thorndike, Measurement of educational products. Articles, by Snedden on Certification of teachers, and by Tucker on College administration. *School hygiene*—American school hygiene association, Proceedings; Conference on diseases among school children; Robinson, Mental fatigue and school efficiency; articles by Downing and Rapeer. *Agricultural and rural education*—Davis, Agricultural education in public schools; articles by Heighway, J. H. Smith, and Tate. *Vocational and industrial education*—City club of Chicago, Report; Cooley, Vocational education in Europe; articles by Davis (Vocational guidance), Hildreth, Leavitt, Sheldon, and Taylor. *Moral and religious education*—Current interest in the preparation of Sunday school teachers is illustrated by the reports of committees of the Teacher training commission of the Religious education association, and by Slattery, Guide for teachers of training classes. The list mentions articles dealing with various phases of moral and religious instruction, by N. M. Butler, Holland, Kile, Renault, and Stearns. Publications of interest to college students are Thwing, Letters from a father to his son entering college; Wilson, Working one's way, and the final paper of C. S. Cooper's series entitled The

college man and the world. Articles by Dracass and Encking discuss library training in the high and normal school respectively.

The March number of the Annals of the American academy of political and social science, entitled Country life, contains educational articles by K. L. Butterfield, Rural sociology as a college discipline; F. B. Mumford, Education for agriculture; and H. W. Foght, The country school.

Books, pamphlets, etc., intended for inclusion in this record should be sent to the Library of the Bureau of Education, Washington, D. C.

BOOKS AND PAMPHLETS.

Blackshear, Edward Levoisier. The education of childhood. New York, Everywhere publishing co. [1911] 62 p. 12°.

A discussion of the education of children between the ages of 5 or 6 and 13 or 14, by the principal of the Prairie View (Tex.) State normal and industrial college.

Boutroux, Émile. William James. Tr. from the 2d ed. by Archibald and Barbara Henderson. New York, London [etc.] Longmans, Green, and co., 1912. vii, 126 p. 12°.

Chapter V, Pedagogy, p. 94–113.

Bureau of municipal research, New York. Outside cooperation with the public schools of greater New York. [New York, Bureau of municipal research, 261 Broadway, 1912] 112 p. illus. 8°.

A report based upon returns from 163 outside agencies, the City superintendent's reports for 1902–11, the Board of education's and Board of superintendents' minutes for 1905–11, and newspaper files for 1906–11. Submitted April 1, 1912, to the Board of estimate's Committee on school inquiry.

Butler, Elizabeth Beardsley. Training in salesmanship. *In her* Saleswomen in mercantile stores, Baltimore, 1909. New York, Charities publication committee, 1912. p. 159–73.

Appendix B, What the schools can do to train girls for work in department stores, by Mrs. Lucinda W. Prince, p. 187–93. Appendix C, Salesmanship classes in the store of Hale brothers, San Francisco, Cal., p. 200–5.

[Catholic] schools. *In* The Catholic encyclopedia. vol. xiii. New York, R. Appleton company [1912] p. 554–85.

CONTENTS: [General, by] William Turner, p. 554–62. In Australia [by] Wilfrid Ryau, p. 562–63. In Canada [by] Philippe Perrier, p. 563–71. In England [by] Michael Maher. p. 571–76. In Ireland [by] Andrew Murphy, p. 576–78. In Scotland [by] Michael Maher, p. 578–79. In the United States [by] J. A. Burns, p. 579–85. References follow each section.

City club of Chicago. A report on vocational training in Chicago and in other cities. By a sub-committee of the Committee on public education, 1910–1911, of the City club of Chicago. [Chicago] City club of Chicago, 1912. 315 p. 8°.

An analysis of the need for industrial and commercial training in Chicago, and a study of present provisions therefor in comparison with such provisions in twenty-nine other cities, together with recommendations as to the best form in which such training may be given in the public school system of Chicago.

Cooley, Edwin G. Vocational education in Europe. Report to the Chicago commercial club. Chicago, R. R. Donnelley & sons company, 1912. 347 p. illus. 8°.

"This report undertakes to describe some of the typical vocational schools observed by the author during his year in Europe. The major part of the report is devoted to the educational institutions of Germany. Some special institutions in Austria and Switzerland are described on account of their relations to the general problem of vocational education."

Davis, Benjamin Marshall. Agricultural education in the public schools. A study of its development with particular reference to the agencies concerned. With an introduction by C. H. Judd. Chicago, Ill., The University of Chicago press [1912] vi, 163 p. 8°.

Bibliography, with annotations: p. 132–59.

Originally published as a series of articles in the Elementary school teacher, v. 10–11.

Education. *In* Sonnenschein, W. S. The best books; a reader's guide. 3d ed., entirely rewritten. Part II. [New York, G. P. Putnam's sons, 1912] p. 725–99.

Fellows, Ernest Wilder. A comparative study of city school and rural school attendance. Iowa City, The University, 1912. 28 p. 8°. (State university of Iowa. Department of education. Studies in education, ed. by F. E. Bolton. vol. 1, no. 2, April 13, 1912.)

Gansberg, Fritz. Demokratische pädagogik. Ein weckruf zur selbstbetätigung im unterricht. Leipzig, Quelle & Meyer, 1911. 283 p. 8°.

Advocates the view of Dewey and Kerschensteiner, that the school should be organized as a self-governing community.

Gesell, Arnold L. *and* **Beatrice C.** The normal child and primary education. Boston, New York [etc.] Ginn and company [1912] x, 342 p. illus. 12°.

The book has four parts, entitled Historical introduction, The genetic background, Pedagogy of the primary school, and Conservation of child life. It contains an Appendix on The Montessori kindergarten, p. 323–40.

Hard, William. The women of tomorrow. New York, The Baker & Taylor company, 1911. xi, 211 p. illus. 8°.

"Originally magazine articles, Mr. Hard's chapters are a unit in being sound economics and sociology on the woman question."—Charles Zueblin in Introd.

India. Department of education. Educational buildings in India. Calcutta, Superintendent government printing, 1911. 171 p. plates, plans. 4°. (*Its* Occasional reports, no. 6)

CONTENTS: Colleges and university buildings. Schools for boys. Schools for girls. Schools for Europeans. Training colleges and schools. Technical institutions.

Laurie, A. P., *ed.* The teacher's encyclopaedia of the theory, method, practice, history and development of education at home and abroad. vol. 5. London, Caxton publishing company, 1912. xii, 238 p. illus. 8°.

CONTENTS: 1, 2. Open-air schools, Spray baths in elementary schools.—3. R. N. Mackenzie: The boy scout movement.—4. Felix Clay: The planning of school buildings.—5. J. C. Bridge: Dunfermline college of hygiene and physical training.—6. P. B. Ballard: Curriculum of the elementary school.—7. T. J. Robertson: Primary schools (Scotland).—8. John Alison: Organisation of a typical Scottish secondary school.—9. D. Forsyth: The higher grade school movement.—10. Continuation and technical schools in England.—11. Sara A. Burstall: Girls' high schools.—12. C. E. Stansfield: Boarding-schools of the Society of Friends.—13. A. G. Linney: A Quaker school in being: life at Ackworth school.—14. Michael Maher: Jesuit system of education.—15. Michael Maher and J. Bolland: Stonyhurst college.—16. H. B. Mayor: Clifton college.—17. F. H. Durham: Girls' trade schools and technical classes for women.—18. Duchess of Sutherland: Sutherland technical school.—19. G. E. Shuttleworth: Exceptional school-children.

Munroe, James Phinney. New demands in education. Garden City, N. Y., Doubleday, Page & company, 1912. 312 p. 12°.

The author bases his arguments upon the following new demands in education: 1. Small classes. 2. Care of children's health. 3. Interesting and stimulating work for pupils. 4. Harmonious training of mind, eye, ear, and hand. 5. Character-formation. 6. Training for community life. 7. Vocational guidance. 8. Vocational opportunity.

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Contains: 1. Willystine Goodsell: A plea for the introduction of historical courses on the home into higher schools and colleges for young women, p. 111–25. 2. Mary L. Foster: Biochemistry: its place in the curriculum of the college of liberal arts for women, p. 126–32. 3. E. V. McCollum: Some important considerations in the feeding of young children, p. 133–39. 4. Juniata L. Shepperd: The possibilities of a home maker's course, p. 147–50. 5. Jessie M. Hoover: Home economics in the agricultural college, p. 150–55. 6. Mary P. Van Zile: Home economics extension work in Kansas, p. 155–58. 7. Mary L. Bull: Extension work in Minnesota, p. 159–61. 8. Bertha M. Miller and Viola M. Bell: The domestic science department as a social center of the school, p. 162–63. 9. Helen M. Day: Practical methods for teaching the nutritive value and cost of food, p. 164–66. 10. L. R. Balderston: Opportunities for teachers and specialists in laundry work, p. 166–67. 11. Helen Hollister: Novel courses at Mechanics institute, p. 167–69. 12. P. P. Claxton: Address of welcome to the Association, p. 180–85.

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Contains: 1. Factors in rural school improvement, p. 42–48. 2. A. M. Deyoe: The relation of our public school system to the problems of rural life, p. 48–56. 3. Is scholarship deteriorating in college? p. 59–67. 4. F. F. Almy: Student participation in college government, p. 67–72. 5. L. D. Weld, Concrete college ethics, p. 80–84. 6. Present problems in the high school course of study—[by] F. E. Palmer, p. 86–88; [by] A. W. Chamberlain, p. 89–93. 7. H. H. Seerley: The difficulties of the course of study for seventh and eighth grades and the remedies therefor, p. 93–96. 8. F. B. Griffith: Changes and contrasts in primary education, p. 97–103. 9. N. S. Knowles: The teacher's power for civic improvement, p. 114–16. 10. A. M. Heinz: Domestic science as a vocational training other than teaching, p. 116–18.

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Contains: 1. W. A. White: Specific musical education versus culture through music—which? p. 200–3. 2. W. O. Miessner: Specific musical education in the grades, p. 204–11. 3. E. B. Birge. High school music, p. 211–16. 4. R. L. Baldwin: Report concerning the present status of music in the high schools of New England, New York, and New Jersey, p. 217–20.

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General.

Contains: 1. F. W. Robbins: Shortening the course of study, p. 6–10. 2. C. A. Herrick: Report of educational council, p. 10–14. 3. R. B. Teitrick: A shorter elementary course of study, p. 14–16. 4. D. T. Snedden: Contemporary problems in education, p. 17–18. 5. P. P. Claxton: National Bureau of Education, p. 18–20. 6. W. G. Chambers: Co-operation in the training of the high school teacher, p. 20–25. 7. S. E. Weber: Proper relation between normal school and college, p. 27–30. 8. C. N. Kendall: Factors determining school efficiency, p. 34–35. 9. C. B. Connelly: What the public school will do for the vocational school in Pennsylvania, p. 36–41. 10. Irene E. McDermott: Laboratory methods as educational protoplasm, p. 42–46.

City and borough superintendents' department.

11. W. G. Cleaver: Normal instruction in cities, p. 61–65. 12. C. A. Shaver: The test of teaching, p. 65–69. 13. Henry Snyder: Attitude of superintendent to the teacher, p. 77–79.

Department of county superintendents.

14. Samuel Hamilton: New duties and opportunities of the county superintendency, p. 84–89. 15. W. S. Hertzog: The supervision of high schools, p. 89–90. 16. Caro Miller: School gardens, p. 98–101. 17. C. H. Wagner: Child study in the rural schools, p. 101–3. 18. Arthur Holmes: Classification of retarded children, p. 104–10.

Directors' department (Harrisburg meeting, February 1–2, 1912).

19. E. L. Keen: Medical inspection and precaution in the schools, p. 121–22. 20. The school code [by] D. F. Fortney, p. 123–26; [by] C. M. Magee, p. 131–33. 21. F. E. Downes: The code in its relation to training school teachers, p. 133–36.

Ungraded school department.

22. Jane McCullough: Rural high schools, p. 147–50. 23. Emma Cloud: Hasty promotions, p. 150–54.

High school department.

24. E. B. Guie: Oral expression in the high school, p. 159–64. 25. C. D. Koch: What training should the high school teachers receive from college? p. 167–70. 26. What are the colleges doing for the training of high school teachers?—G. H. Hallett: University of Pennsylvania, p. 170–72; C. B. Robinson: University of Pittsburgh, p. 172–76; W. B. Owen: Lafayette college, p. 176–77; E. W. Runkle: Pennsylvania state college, p. 177–79. 27. Anne Jones: Domestic science in secondary schools, p. 180–84. 28. C. B. Pennypacker: Industrial cooperative education versus cooperative manual training in high school, p. 184–89. 29. A. M. Snyder: Delinquent children, with more emphasis on the remedy than on the cause, p. 189–94. 30. J. G. Becht: Bright pupils and dull pupils, p. 201–3.

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Vermont state teachers' association. Report of the sixty-second annual convention, Montpelier, Vt., October 19, 20, and 21, 1911. St. Albans, Vt., St. Albans messenger co., 1912. 137 p. 12°. (Amy B. Drake, secretary, St. Johnsbury, Vt.)

Contains: 1. F. S. Luther: Are we wasting our time in school and in college? p. 30–34. 2. B. T. Washington: The negro and the application of education to life, p. 34–48. 3. Payson Smith: The characteristics of a good school, p. 48–51. 4. William McAndrew: Among ourselves, p. 51–64. 5. E. W. Peckham: What the classics offer the average high school pupil, p. 65–69. 6. W. A. Beebe: The classics vs. vocational training, p. 70–72. 7. A. E. Lambert: Vocational vs. classical training, p. 72–74. 8. W. P. Smith: Traveling libraries for rural schools, p. 101–4. 9. G. L. Green: Practical agriculture in rural schools, p. 104–9. 10. A. E. Winship: New arms in education, p. 110–11. 11, S. L. Arnold: Conditions of success in teaching, p. 111–16.

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ing—their relationship [by] T. F. Kane, p. 40–47; [by] O. L. Waller, p. 48–51. 3. E. J. Klemme: Normal training in high school as carried on in the various states, p. 71–76. 4. George Craig: Code of ethics for the teaching profession, p. 76–77. 5. B. M. Watson: Report of the minimum amount of preparation required of teachers in various states, p. 77–80. 6. C. E. Rugh: High school efficiency, p. 85–90. 7. O. L. Luther: The recognition and control of student activities, p. 90–96. 8. C. F. Miller: Industrial ideals for high school work, p. 101–6. 9. S. J. Works: How to keep the boy in school, p. 107–10. 10. Ivanilla Caskin: Equipment [for teaching home economics], p. 112–14.

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Boughton, Alice C. Administration of school luncheons. Psychological clinic, 6: 44–51, April 15, 1912.

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Brown, Gilbert L. The content of history in the elementary school. Western journal of education (Ypsilanti) 5: 203–8, May 1912.

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Bruce, Lillian Hortensia. Dancing and the school festival: their relation, and how they may be planned. American physical education review, 17: 273–83, April 1912.

Bryant, Louise Stevens. The school feeding movement. Psychological clinic, 6: 29–43, April 15, 1912.

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Historical survey of the movement in Germany, France, England, and America, giving particular attention to the conditions in America, and the investigations that have been made within the last few years.

Burk, Frederic. Our high school curriculum, what shall we do about it? Western journal of education (San Francisco) 18, 3–6, May 19, 1912.

A discussion of the high school curriculum based on results of an entrance examination for the San Francisco state normal school.

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Colvin, Stephen S. Marks and the marking system as an incentive to study. Education, 32: 560–72, May 1912.

Advocates the advantages of a carefully graded scale of objective measurements of pupils. Shows imperfections of the present scheme of marking.

Conference on diseases among school children and the remedy. A symposium. Boston medical and surgical journal, 166: 621–27, April 25, 1912.

Papers treating of diseases of the mouth, throat and chest; malnutrition; diseases of the skin; nervous and mental disorders in the schools, etc.

The writer of the last article, Dr. A. W. Fairbanks, while exempting the school system from responsibility in the majority of instances, contends that certain educational methods are of influence "in perpetuating, even if not in originating, nervous and psychical abnormalities" in children, and "render relief of such conditions difficult, if not impossible." He makes a number of recommendations.

Cooke, Flora J. Colonel Francis W. Parker, as interpreted through the work of the Francis W. Parker school. Elementary school teacher, 12: 397–420, May 1912.

The Francis W. Parker school is attempting "the difficult task of training human beings into freedom coupled with responsibility."

Cooper, Clayton S. The American undergraduate: The college man and the world. Century magazine, 84: 66–76, May 1912.

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Cosby, Byron. Efficiency in geometry teaching. School science and mathematics, 12: 406–15, May 1912.

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Reprinted from New York Globe.

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Davis, Jesse B. Vocational guidance in the high school and its application to the church and Sunday school. Religious education, 7: 110–18, April 1912.

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A critical comparison of typical methods of teaching handwriting which are in general use in this country. Information was obtained by a questionnaire which was sent to all of the cities of the United States of 50,000 inhabitants or more, census of 1900.

Furst, Clyde. Tests of college efficiency. School review, 20: 320–34, May 1912.

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Gregory, W. M. Symposium upon what is most needed in the teaching of elementary geography. Journal of geography, 10: 245–62, April 1912.

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Harris, N. W. Natural history in the Chicago schools. American review of reviews, 45: 570, May 1912.

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Higher education in Brazil. Bulletin of the Pan-American union, 34: 636–45, May 1912.

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Holland, Cornelius J. How may we increase the efficiency of our Sunday schools. Ecclesiastical review, 46: 564–79, May 1912.

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The second of two articles on the Problems of the high school.

Claims that the "high school's largest possible service, so far as the girls are concerned, is to conserve their health, train them for household efficiency and economic independence, and bring them into touch with the larger social and intellectual interests of humanity."

Lindsay, Forbes. What have we done in Porto Rico? American review of reviews, 45: 571–76, May 1912.

Brief but good description of the public-school system of the island, also University of Porto Rico, p. 575–76.

McManis, John T. History in the elementary schools, 1825–1850. Educational bi-monthly, 6: 322–32, April 1912.

Historical.

Margulies, *Mrs.* A. Reno. The Montessori method and the deaf child. Volta review, 14: 74–85, May 1912.

Martin, George H. The peculiar obligation of the public high school. Educational review, 43: 461–71, May 1912.

Suggests that the high school student should be made acquainted with the social movements of the day, such as child labor, conservation, pure food, temperance, etc. Says that the play movement and the vocational movement do not promote the spirit of social service.

Menzies, Alan W. C. General hygiene as a required college course. Science, n. s. 35: 609–12, April 19, 1912.

The substance of an address given at Oberlin College, December 1, 1911.

Monroe, Walter S. Warren Colburn on the teaching of arithmetic, together with an analysis of his arithmetic texts. Elementary school teacher, 12: 421–26, May 1912.

The first of a series of articles on this subject. Colburn must be regarded as a successful exponent of oral instruction.

Montessori, Maria. Disciplining children. McClure's magazine, 39: 95–102, May 1912.

An expression of the principles that govern the Montessori system of teaching children.

Moore, Charles L. Do we know what we want in education? Dial, 52: 343–44, May 1912.

Deplores the lack of idealism in education. "We are," says the writer, "trying to place financiers, business men, and scientists on the thrones of the world."

Morris, Edwin M. Alumni publications of the American universities. Bookman, 35: 280–91, May 1912.

Presents all phases of alumni publications, such as organization, history, sphere of influence, etc. Fully illustrated.

Morris, Grant. Educational trends. Pittsburgh school bulletin, 5: 11–16, 32, April 1912.

Enumerates rather than discusses certain tendencies in the educational movements of today, such as mass instruction, home work, social problems, moral instruction, etc.

Neystrom, Paul H. A commercial course for high schools. Educational review, 43: 483–98, May 1912.

The schools should teach "the principles of business and give as much of the practice as may be possible." The writer outlines a course of study.

Parsons, H. Grace. The educational value of play. Colorado school journal, 27: 5–9, 7–11, March, April 1912.

"Paper read before the Colorado state teachers' association."

"A few good books on play": p. 11.

Rapeer, Louis W. Medical supervision of schools. American education, 15: 352–57, April 1912.

A timely article, dealing with the subject of medical supervision under the following headings: Needed scientific administration of educational hygiene, The administration of medical supervision, Good hooks for teachers and nurses, Tentative standard classification of school ailments, Symptoms of children's ailments.

Read, Thomas T. University education in China. Popular science monthly, 80: 441–48, May 1912.

Writer declares that "university work, in the ordinary sense of the word, is not yet being done, the demand for vocationally trained men being greatest." Traces the history of higher education in China; and gives the plan of organization for the Imperial University at Peking.

Religious education association. Teacher training commission. Report. Religious education, 7: 81–109, April 1912.

CONTENTS: 1. Report of committee on elementary and advanced teacher training courses for Sunday schools. 2. Report for committee on teacher training courses for special departments. 3. Teacher training in colleges and universities.

Renault, J. La collaboration de l'école et de la famille dans l'éducation morale de l'enfant. Education (Paris), 4: 35–54, March 1912.

A description of the organization, methods, and objects of the parent's associations established to encourage the moral education of the child in the home and the school.

Riordan, Raymond. Interlaken, an outdoor school where boys through their own efforts learn how to think and how to work. Craftsman, 22: 177–86, May 1912.

Non-academic hours are fully occupied with serious purposeful work, not with mere pastimes.

Roberts, Albert E. The teaching of English in the high schools of the United States. School world (London), 14: 81–83, March 1912.

A brief discussion of the place of English in the curriculum, principles underlying the courses of study, method of treatment of literature, literary equipment of the schools, composition and rhetoric, oratorical work, the teacher of English, and English in colleges and universities.

Rynearson, Edward. Science in the first year in high school. School journal, 79: 265–66, 275–76, 278, May 1912.

The author is in favor of "a course that includes material from all the sciences but which is not classifiable as any particular science."

Schools for the deaf in the United States. Volta review, 14: 108–21, May 1912.

Contains elaborate statistics for the years 1899–1912 of the schools of this country and Canada. Graphic charts.

Sheldon, E. E. The vocational school of the Lakeside press, Chicago. School arts book, 11: 922–32, May 1912.

Smith, J. Henry. The promotion of agricultural education. Texas school magazine, 15: 7–9, April 1912.

A paper read before the East Texas teachers' association, in which the writer emphasizes the necessity for different courses of study in the rural and urban schools.

Smith, P. A. Sex education in Japan. Journal of educational psychology, 3: 257–63, May 1912.

Snedden, David. The certification of teachers in the high school, with special reference to certification in history. History teacher's magazine, 3: 103–5, May 1912.

Spencer, Anna G. The school and the feminine ideal. Forum, 47: 589–605, May 1912.

Stearns, Alfred E. Moral standards in the schools. Education, 32: 529–38, May 1912.

Argues that material standards must not be permitted to dominate the work of our schools.

Tall, Lida Lee. Testing for efficiency in arithmetic. Atlantic educational journal, 7: 301–4, April 1912.

Results of some tests given in the grammar grades in Baltimore county, Maryland, in April 1910.

Tate, W. K. Country schools for country children. World's work, 24: 102–7, May 1912.

Describes the transformation in education in Page county, Iowa.

Taylor, James P. The doomed pupil. Educational review, 43: 499–507, May 1912.

The writer says that in "the old days the hand and the will and the practical judgment were trained through vocational work at home. In these present days they must be trained through vocational work at school."

Terman, Lewis M. *and* **Childs, H. G.** A tentative revision and extension of the Binet-Simon measuring scale of intelligence. Part III. Summary and criticisms. Journal of educational psychology, 3: 277–89, May 1912.

Parts I and II appeared in the February, March and April issues for 1912.

Thorndike, Edward L. The measurement of educational products. School review, 20: 289–99, May 1912.

Discusses the difficulties in keeping an accurate account—"in measuring the changes which are the data for the science of education."

Tucker, William J. Administrative problems of the historic college. Educational review, 43: 433–48, May 1912.

Discusses questions of government, methods of instruction, curriculum, moral stimulus, etc. Declares that the examination is the weakest part of college instruction. Suggests an examination system, administered by a separate board of examiners, etc.

Uncommon people and the common schools. Outlook, 100: 856–58, April 20, 1912.

Describes the work of the fifteenth annual Conference for education in the South.

Updegraff, Harlan. The United States Bureau of Education. American school board journal, 44: 13–15, 41, May 1912.

Usherwood, T. S. The place of manual training in the curriculum of the secondary school. Manual training (London) 9: 136–39, 158–64, March, April 1912.

A discussion of the necessity for manual training in the curriculum of the secondary school, and the value of a proper coordination with literary, mathematical, and experimental work as a basis for a liberal education.

Vallance, C. A. Inspection of chemical industries by students in the secondary schools. School science and mathematics, 12: 381–87, May 1912.

An address read before the Chemical section of the Chicago association of science and mathematics teachers at Lewis institute, Chicago, in which the author shows how the school may articulate with daily life, especially through the chemistry course.

Ward, David A. The relation of the school to society. West Virginia school journal, 41: 57–61, May 1912.

The author defines the three debts which, in his opinion, the school owes to society as efficiency, the maintenance of proper standards, and productive time, and in return society owes the school its support, moral and financial.

Weir, L. H. Playgrounds and health. Kindergarten-primary magazine, 24: 236–39, May 1912.

Gives suggestions for strengthening physical training work in public schools.

Wickes, Frances G. The sure way to teach nature study to a child. Ladies' home journal, 29: 36, May 1912.

First of a series of articles. States that the mother must lay the foundation for the school work.

Wilson, G. M. Standardization of janitor service. American school board journal, 44: 17–18, 45, May 1912.

"Address, Department of superintendence, St. Louis, February 29, 1912."

Results of an investigation made, which shows a general absence of standards and a resulting inefficiency and neglect in janitor service.

[Winship, A. E.] Schools in Providence. Journal of education, 75: 488–90, May 2, 1912.

Russell J. Condon, superintendent.

Tells of the democratic spirit of cooperation within the school system and with outside agencies, and claims that the efficiency of the Providence schools is due to the devotion and ideals of the teachers and to the harmonious working of the principals, superintendent, and school committee.

Woods, A. F. Agricultural education and its relation to rural sociology. American journal of sociology, 17: 659–68, March 1912.

Paper presented at the annual meeting of the American sociological society.

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UNITED STATES BUREAU OF EDUCATION

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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS

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1912

MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

INTRODUCTORY NOTES.

The more important titles appearing in this month's list may be grouped as follows: *Educational history and biography*—J. M. Andrews, History of education in the normal school; Mayor, Cambridge under Queen Anne; Fleming, General W. T. Sherman as college president; Hunt, Life of Ellen H. Richards; Compayré, series of articles on Froebel. *Educational principles and methods*—Hibben, Essentials of liberal education; Klein, Kindergarten; Partridge, Genetic philosophy of education; Stevens, The question as a measure of efficiency. Articles on the Montessori method by Anderson, Barrère, George, O'Shea, E. Y. Stevens, and Williams. *School administration*—Articles by Burns, Parish school organization; Butler, Problems; Cousinet, Self-government in French schools; Kerschensteiner, American public school; Nicholson, Michigan schools. High school inspection, by Dunn; Departmental organization, by H. B. Smith. Also titles bearing on college and university administration by Babcock, Cattell, Churchman, Foster, Jesse, and Lefevre. *School hygiene and sanitation*—Von Drigalski, Schulgesundheitspflege; Wallin, Oral euthenics; Webb, School planning; Lansingh, Illumination of school buildings; Goldmark, Fatigue and efficiency, bearing indirectly on school problems. *Exceptional children*—Articles by Bolton, McKeever, McMurtrie (Crippled child), and E. M. Phillips. *Rural education*—Articles by Billick, Caldwell, Odell, Padgett, and Stewart. *Vocational and industrial education*—Articles by Bonnell, Gayler, Johnston, Kreuzpointner, Simpkins (Legislation), and Wild. *Moral and religious education*—Wilm, Culture of religion; Compayré, Teaching of morals; International Y. M. C. A. training school, Report on religious instruction. *Social aspects*—Nearing, Woman and social progress; Perry, Social center features; Ross, Changing America; Holman, Social center movement.

During July and August, the Record will not be published. The next number will appear in September.

BOOKS AND PAMPHLETS.

Angell, James Burrill. Selected addresses. New York, London [etc.] Longmans, Green, and co., 1912. 285 p. 8°.

Contains: 1. Inaugural address, 1871. 2. The higher education. A plea for making it accessible to all. 3. Commemorative oration, 1887. 4. State universities. 5. The old college and the new university. 6. A memorial discourse: Henry Simmons Frieze.

Ashbee, Charles Robert. Should we stop teaching art. London, B. T. Batsford [pref. 1911] 122 p. 8°.

Babcock, Kendric C. Classification of colleges. Reprinted from Proceedings of Southern association of college women, April 1912. 14 p. 8°.

Bryan, Elmer Burritt. Fundamental facts for the teacher. Boston, New York [etc.] Silver, Burdett and company [°1912] 137 p. 8°

Draper, Andrew S. Necessary basis of the teacher's tenure. Syracuse, N. Y., C. W. Bardeen, 1912. 41 p. 12°.

An address delivered November 28, 1911, before the Rural education section of the New York State teacher's association, Albany, N. Y.

Drigalski, W. von. Schulgesundheitspflege, ihre organisation und durchführung. Ein leitfaden für ärzte, lehrer und verwaltungsbeamte. Leipzig, 1912. viii, 284 p. illus. 8°.

Fleming, Walter L., *ed.* General W. T. Sherman as college president. A collection of letters, documents, and other material, chiefly from private sources, relating to the life and activities of General Wm. Tecumseh Sherman, to the early years of Louisiana state university, and to the stirring conditions existing in the South on the eve of the Civil war: 1859–1861. Cleveland, O., The A. H. Clark company, 1912. 399 p. illus. 8°

Flexner, Abraham. Medical education in Europe. A report to the Carnegie foundation for the advancement of teaching, with an introduction by H. S. Pritchett. New York city, 1912. xx, 357 p. 4° (Carnegie foundation for the advancement of teaching. Bulletin no. 6)

Goldmark, Josephine. Fatigue and efficiency. New York, Charities publication committee, 1912. (Russell Sage foundation publication)

Hibben, John Grier. The essentials of liberal education. Inaugural address, president Princeton university, May 11, 1912. Princeton, N. J., Princeton university, 1912. 20 p. 8°. (Princeton university. Official register, v. 3, no. 13)

Also published, under title The philosophy of education, in North American review, 196: 847–57, June 1912.

"The hit-and-miss choice of an immature mind in new surroundings," says President Hibben, "forms a poor propaedeutic to the serious tasks of free investigation, of original thought, and of practical efficiency."

Hunt, Caroline L. The life of Ellen H. Richards. Boston, Whitcomb & Barrows, 1912. xiv, 329 p. illus. 8°.

Klein, Felix. Mon filleul au "jardin d'enfants": comment il s'instruit. Paris, Librairie A. Colin, 1912. 259 p. illus. 12°

Mayor, John Eyton Bickersteth. Cambridge under Queen Anne; illustrated by memoir of Ambrose Bonwicke and diaries of Francis Burman and Zacharias Conrad von Uffenbach. Cambridge, Pub. for the Cambridge antiquarian society by Deighton, Bell & co.; [etc., etc.] 1911. 545 p. 16°.

With reproduction of t.-p. of the original ed. of A pattern for young students in the university, set forth in the life of Mr. Ambrose Bonwicke . . . London, 1729 [by Ambrose Bonwicke, senior]

Nearing, Scott *and* **Nearing, Nellie M. S.** Woman and social progress. A discussion of the biologic, domestic, industrial, and social possibilities of American women. New York, The Macmillan company, 1912. xii, 285 p. 12°.

Contains: The new social environment, p. 88–127, including Home training of the girl, School training, College education, Training for professions, and Woman's industrial field. Opportunities in education, p. 196–216, including Child training in the home and School training.

Partridge, G. E. Genetic philosophy of education. An epitome of the published educational writings of President G. Stanley Hall of Clark university. With an introductory note by President Hall. New York, Sturgis & Walton company, 1912. xv, 401 p. 12°.

Bibliography of President Hall's writings: p. 383–401.

Perry, Clarence Arthur. Social center features in new elementary school architecture and the plans of sixteen socialized schools. New York city, Division of recreation, Russell Sage foundation [1912] 56 p. illus. 8°. (Pamphlet no. 120)

Rice, *Mrs.* Isaac L. Quiet zones for schools. [New York, 1912] 33 p. 16°.

Contains an article reprinted from the Forum, December 1911, with editorial comments thereon from newspapers, etc.

Ross, Edward Alsworth. Changing America. Studies in contemporary society. New York, The Century co., 1912. 236 p. 12°.

CONTENTS: 1. The outlook for the plain folk. 2. The world-wide advance of democracy. 3. The falling birth-rate. 4. The significance of increasing divorce. 5. Women in industry. 6. Commercialism rampant. 7. The suppression of important news. 8. The Middle West—The fiber of the people. 9. The Middle West—The reassertion of democracy. 10. The Middle West—State universities and their influence. 11. The Middle West—Society and culture.

Schmeckebier, Laurence F. The national parks from the scientific and educational side. [New York, 1912] 530–47 p. illus. 8°.

Reprinted from Popular science monthly, June 1912.

Stevens, Romiett. The question as a measure of efficiency in instruction; a critical study of class-room practice. New York city, Teachers college, Columbia university, 1912. 95 p. illus. 8°. (Teachers college. Columbia university. Contributions to education no. 48)

United States. Department of agriculture. Institutions in the United States giving instruction in agriculture. Corrected to March 15, 1912. [Washington, Government printing office, 1912] 38 p. 8°. (Office of experiment stations. Circular 97, rev.)

Wallin, J. E. Wallace. Experimental oral euthenics: an attempt objectively to measure the relation between community mouth hygiene and the intellectual efficiency and educational progress of elementary school children. [Philadelphia, 1912] 32 p. 8°.

Reprinted from the Dental cosmos, April and May 1912.

Webb, William H. School planning at home and abroad; a résumé of English and continental practice. London, The Sanitary publishing co., ltd., 1911. 42 p. front., plans. 12°.

Wilm, Emil Carl. The culture of religion. Elements of religious education. Boston, New York [etc.] The Pilgrim press [1912] xi, 204 p. 12°.

CONTENTS: 1. Aims of education, and the place of religious education in education as a whole. 2. Relation of the home to religious education. 3. Relation of the public school to religious education. 4. The Sunday school and similar agencies. 5. The religious influence of colleges and universities.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

Country schools for city boys. By William Starr Myers. Washington, 1912. 22 p. illus. (Bulletin, 1912, no. 9) [480]

Current educational topics. No. 1. Washington, 1912. 26 p. (Bulletin, 1912, no. 11) [482]

CONTENTS: I. Illiteracy in the United States and in Europe. II. Industrial supervisors in Georgia. III. New phases of education in Buffalo, N. Y. IV. Juvenile labor bureaus and vocational guidance in Great Britain. V. The Educational museum of the St. Louis public schools.

Report on education of the natives of Alaska and the reindeer service, 1910–11. Washington, 1912. 91 p. fold. map. [484]

Influences tending to improve the work of the teacher of mathematics. International commission on the teaching of mathematics. The American report, Committee no. VIII. Washington, 1912. 47 p. (Bulletin, 1912, no. 13) [485]

PUBLICATIONS OF ASSOCIATIONS.

American home economics association. [Papers read at the Washington meeting, December 1911] Journal of home economics, 4: 230–54, 270–92, June 1912.

Continued from April issue.

Contains: 1. Report of the round table on elementary work in preparation of food in college classes, p. 230–42. 2. Mary E. Arnold: A cafeteria for college students, p. 243–45. 3. Emma Smedley: High school luncheons in Philadelphia, p. 250–54. 4. After some years of experimentation, what is the educational aim, method, and accomplishment in college courses in domestic art? p. 270–92.

American medical association. Council on medical education. Report of the eighth annual conference, held at Chicago, February 27, 1912. Chicago, The Association, 1912. [135]–231 p. 8°. (American medical association bulletin, v. 7, no. 4, March 15, 1912) (N. P. Colwell, secretary of Council, Chicago, Ill.)

Contains: 1. A. D. Bevan: The modern school of medicine, p. 141–52. 2. N. P. Colwell: The present status of medical education in the United States, p. 153–60. 3. F. G. Hallett: The organization and the system of examinations of the conjoint examining board, p. 160–84; Discussion, p. 184–90. 4. K. D. Swartzel: Some administrative phases of entrance requirements, p. 190–99. 5. Reuben Peterson: The relation of the medical school to the hospital or intern year, p. 199–206; Discussion, p. 206–19. 6. E. B. Craighead: Medical education in the South, p. 219–27; Discussion, p. 227–31.

Association of American universities. Journal of proceedings and addresses of the thirteenth annual conference, held at the University of Chicago, October 26 and 27, 1911. [Chicago, Ill.] The Association [1912?] 61 p. 8°. (C. H. Haskins, secretary, Harvard university, Cambridge, Mass.)

Contains: 1. E. B. Greene: Departmental administration in American universities, p. 17–27; Discussion, p. 27–35. 2. H. P. Judson: How can the teaching time of professors be most advantageously distributed between college work (both elementary and advanced) and graduate work? p. 35–38; Discussion, p. 38–44. 3. A. L. Lowell: Disadvantages of the current American practice of conferring degrees (with the exception of the Ph. D.) on the accumulation of credits in individual courses, rather than as the result of comprehensive examinations upon broad subjects, p. 45–52; Discussion, p. 52–61.

Chicago. University. Report of the twenty-fourth Educational conference of the academies and high schools in relations with the University of Chicago [by] Nathaniel Butler and others. School review, 20: 383–400, June 1912.

Contains reports on botany and zoology, English, French, German, geology, history and civics, Latin, manual training, mathematics, physics and chemistry by the secretaries of the respective departments.

The report briefly outlines the plan of visitation inaugurated by the University of Chicago in the autumn of 1911, whereby invitations were extended to the instructors of the secondary schools in affiliation with the University to inspect the classrooms of the Junior college. The object of this arrangement was "to secure from teachers in the co-operating schools their opinions as to the degree in which the work as conducted in the Junior college classes is suitably related to the work offered in the classes preparing for college in the high schools."

Missouri state teachers' association. Official proceedings and addresses of the fiftieth annual meeting, held at Hannibal, Mo., November 9, 10, 11, 1911. Cape Girardeau, Daily republican, printers, 1912. 229 p. 8°. (E. M. Carter, secretary, Cape Girardeau, Mo.)

Contains: 1. Earl Barnes: Impending changes in our educational ideals and practices, p. 25–27. 2. W. P. Evans: Suitability of text-books for rural schools, p. 33–38. 3. H. W. Foght: The rural life movement and the future of the rural school in Missouri, p. 38–45. 4. D. F. Houston: Some criticisms and shortcomings of our educational system, p. 54–63. 5. W. C. Bagley: The test of efficiency of teaching—abstract, p. 63–67. 6. Frank McMurry: Teaching children how to study, p. 67–71. 7. C. H. Judd: Theoretical and practical education, p. 72–77. 8. Frank McMurry: How the curriculum should be made, and the class room teacher's share in the task, p. 77–89. 9. Henry Suzzallo: Tradition and reform in public education, p. 87–91. 10. Henry Suzzallo: The school of tomorrow, p. 91–98.

11. W. C. Bagley: The philosophy of the right start, p. 98–102. 12. Carter Alexander: The statistical side of the city superintendent's report, p. 183–91. 13. J. W. Withers: President's address: Some pressing factors in the problem of American education, p. 210–19.

Southern association of college women. Proceedings of the ninth annual meeting, Nashville, Tenn., April 3–5, [1912] 48 p. 8°. (Elizabeth A. Colton, secretary, Meredith College, Raleigh, N. C.)

Contains: 1. K. C. Babcock: Classification of colleges, p. 7–18. 2. Elizabeth A. Colton: Report on standards of Southern colleges for women (condensed), p. 18–25. 3. Mary L. Harkness: The college course for women, p. 25–39.

West Virginia university. Educational conference. Proceedings and papers of the ninth annual educational conference, held at West Virginia university, June 30 and July 1, 1911. Morgantown, The University, 1911. 56 p. 8°. (West Virginia. University. Bulletin, series 12, no. 6)

Topic: Teachers' institutes.

ARTICLES IN PERIODICALS.

American sociological society. Report of the Committee of ten appointed to suggest subject-matter for a fundamental course in sociology. December 27, 1911. American journal of sociology, 17: 620–36, March 1912.

Discussion, 17: 820–24, May 1912.

Anderson, *Mrs.* J. Scott. The Montessori method of teaching hearing children. Volta review, 14: 154–68, June 1912.

Discussion of the Montessori system, copiously illustrated. In the same number (p. 146–47) is an article by Mrs. A. R. Margulies on the "Montessori method applicable to the deaf."

Andrews, Charleton. The stage and education. Education, 23: 608–13, June 1912.

Shows the effectiveness of dramatics and moving pictures as adjuncts to education.

Andrews, J. M. The history of education in the normal school. Education, 23: 614–19, June 1912.

The writer declares that the dearth of suitable text-books has greatly hindered the effectiveness of the teaching of the history of education. Suggests courses.

Barnes, Earl. The feminizing of culture. Atlantic monthly, 109: 770–76, June 1912.

The writer treats the subject from various standpoints,—the school, the college, civic, industrial and literary life. He thinks that our elementary schools are being feminized in the direction of literature. The secondary schools show a decrease of students engaged in scientific studies.

Barrère, Jeanne. L'oeuvre d'éducation et la méthode de Mlle. Montessori en Italie. Revue pédagogique, 60: 250–65, March 15, 1912.

Billick, George. Grading of rural schools. West Virginia educator, 6: 8–10, June 1912.

Blaich, Lydia R. The Gregg scholarships of the Indianapolis public schools. Elementary school teacher, 12: 461–62, June 1912.

"The public school system of Indianapolis has a scholarship fund, whose income is devoted to advanced professional training of a limited number of teachers each year."

Bolton, Frederick E. Public education of exceptional children. Educational review, 44: 62–69, June 1912.

Suggests lines of development for the care and training of exceptional children.

Bonnell, Clarence. The first week at the beginning of the school year in the high school woodworking shop. Manual training magazine, 13: 401–23, June 1912.

Suggests to those of limited experience some practical expedients, which, used in a shop where space and light and the instructor's time are all limited, have proved to be helpful.

Burns, James A. The development of parish school organization. Catholic educational review, 3: 419–34, May 1912.

Butler, Nicholas Murray. Problems of educational administration. American school board journal, 44: 15–16, 48, June 1912.

"An address before the 44th University convocation of New York State."

Caldwell, J. H. Why are our country schools no better? Oklahoma school herald, 20: 12–14, June 1912.

Claims that the failure of our schools is traceable to the following sources, viz: 1. Inefficient parentage. 2. Inefficient school boards. 3. Inefficient teachers.

Call, Arthur Deerin. Dr. Dawson's inductive study of school children. Psychological clinic, 6: 61–68, May 15, 1912.

A study of a few children in the Henry Barnard school "to determine, as far as possible, the cause or causes of a pupil's failure to profit by the work of the school."

Cattell, J. McKeen. University control. Science, 35: 797–808, 842–60, May 24 and 31, 1912.

A discussion of the problems of administration of the large endowed universities. Questionnaire was sent out. "Of the 269 replies 46 are taken as favoring the system usual in the United States, which is designated as a limited autocracy, 69 as favoring a system in which the faculties have greater share in control . . . 184 as favoring a plan of representative democracy more or less similar to the one proposed."

Churchman, Philip H. The sliding scale and academic standards. Educational review, 44: 25–34, June 1912.

The writer says that "the sliding scale should tend to restore something like the competition motive, long superseded by the ambition to exist four years within the college precincts and at the same time to avoid anything like an education."

Clark, S. H. A new plan for a contest in public speaking. School review, 20: 379–82, June 1912.

Discusses the Lake Forest university method of training in public speaking.

Compayré, Gabriel. L'enseignement de la morale. Revue pédagogique, 60: 201–13, March 15, 1912.

——— Froebel. L'éducateur moderne, 6: 337–48, 385–91, 7: 1–4, 97–105, October, November 1911, January, March 1912.

A series of four articles giving a sketch of the life of Froebel with a brief discussion of his principal teachings.

Cousinet, Roger. La méthode du "self-government" dans les écoles françaises. Revue pédagogique, 60: 214–26, March 15, 1912.

Dejob, Charles. La nouvelle loi sur l'instruction primaire en Italie. Revue pédagogique; 60: 339–51, April 15, 1912.

Draper, Andrew S. Dr. Draper's reply to President Stryker's plea for Greek. American education, 15: 400–4, May 1912.

"A scholarly and comprehensive reply to President Stryker's plea for Greek learning and the continuation of the study of Greek in our high schools and colleges."

Dunn, A. H. High school inspection. Colorado school journal, 27: 16–20, May 1912.

"Report presented to the High school and college conference, Boulder, March 29 and 30, 1912."

Effinger, John R. La ligue pour la culture française. School review, 20: 401–6, June 1912.

Discusses the issue between the classics and modern language study in France.

Eliot, Charles W. School instruction in sex hygiene. Journal of education, 75: 595–97, May 30, 1912.

"Read before the Congress of the American school hygiene association, New York city."

Evans, Henry R. Student societies and fraternities in the colleges and universities of the United States. New Age, 16: 553–57, June 1912.

First article of series. Subject treated from the historical standpoint.

Foster, William T. Scientific distribution of grades at Reed college. Science, 35: 887–89, June 7, 1912.

The writer says that with the system in vogue at Reed College, "it is possible to give a definite and just reward for high scholarship by allowing a course completed with high credit to count more toward a degree than a course completed with lower credit."

Gayler, G. W. Age, grade and progress in a small system of schools. American school board journal, 44: 17–18, June 1912.

A study of the problem of retardation in the public schools of Canton, Ill.

——— Elimination and vocational training. Psychological clinic, 6: 69–73, May 15, 1912.

George, Anne E. The first Montessori school in America. McClure's magazine, 39: 177–87, June 1912.

Miss George is Dr. Montessori's first American pupil, and the first teacher to apply the Montessori method in the United States. The experiment is being made at Tarrytown, N. Y.

Greenman, Edward D. State aid for public school libraries. Library journal, 37: 310–16, June 1912.

Selected list of references on school libraries, p. 315–16.

Grupe, Mary A. A review of the pedagogical studies on the teaching of spelling. Colorado school journal, 27: 6–10, 6–10, May, June 1912.

Bibliography at end of article.

Treats of the spelling tests made by Rice, Cornman, Wallin and others.

Hazard, Paul. Les "Boy scouts." Revue pédagogique, 60: 301–13, April 15, 1912.

Holman, Charles W. The social center movement. Texas school journal, 29: 18–33, April 1912.

Gives a brief sketch of the development of the social center movement and tells how to organize a country social center.

The Home school in Providence. Journal of education, 75: 518–20, May 9, 1912.

Describes a school for training girls for the home, the latest outcome of the co-operative spirit so evident in all public school work in Providence, R. I.

Hull, Susanna E. Lip reading as a remedy for deafness. Volta review, 14: 130–33, June 1912.

A review of Etienne Boudin's work.

Hurty, J. N. The child in the making. Western journal of education (San Francisco) 18: 5–7, May 1912.

"The alienable right of the child is to be born free from defects and disease . . . Second, acquired defects must be removed . . . Third, sickness and disease must be prevented . . . Fourth, the child shall be given a generous education."

International Y. M. C. A. training school. Report of the Committee of instruction upon the religious instruction of the training school. Association seminar, 20: 362–96, May 1912.

Jesse, Richard Henry. Presidents and faculties in state universities. Educational review, 44: 1–12, June 1912.

Describes the type of men required for successful leadership in state universities.

Johnston, George M. Industrial opportunities of our schools. Ohio teacher, 32: 453–56, May 1912.

Deals particularly with the situation in Cincinnati.

Kennedy, John. The Batavia plan after fourteen years of trial. Elementary school teacher, 12: 449–59, June 1912.

"Our individual teaching has enabled us to move our grades. They do not now sink down by their own weight."

Kerschensteiner, Georg. Die volksschule der Vereinigten Staaten von Amerika. 4. Geist des unterrichtsbetriebes. 5. Schulhausbauten und -einrichtungen. 6. Schülerverbände, selbstregierung und jugendgerichtshöfe. 7. Lehrkräfte, ihre ausbildung und besoldung. 8. Zusammenfassung und schlussbetrachtung. Süddeutsche monatshefte, 9: 86–99, 153–62, April, May 1912.

Continuation of a series of articles begun in the Monatshefte for January.

King, Irving. The place of certain kindergarten principles in modern educational theory. Kindergarten review, 22: 643–54, June 1912.

Address given at the International kindergarten union meeting, Des Moines, Iowa, May 3, 1912.

Kreuzpointner, Paul. Industrial education. II. Educational foundations, 23: 626–32, June 1912.

"Part I appeared in March. The present instalment is complete in itself."

Deals with continuation, trade and evening schools.

Lansing, Marion F. The tabulated college woman. Independent, 72: 1111–12, May 23, 1912.

Results of the recent census taken of the alumnæ of Mt. Holyoke college.

Lansingh, Van Rensselaer. The illumination of school buildings. American school board journal, 44: 19–21, 49–50, June 1912.

"Address before the American school hygiene association, Boston, March 1912."

Gives some illumination requirements and notes some successful experiments in school illumination.

Lefevre, Arthur. A study of the financial basis of the state universities and agricultural colleges in fourteen states. Texas school journal, 29: 1–10, April 1912.

Leonard, William J. The place of art in the American college. Education, 32: 597–607, June 1912.

Shows the growth of courses in fine arts in our colleges and universities.

Lincoln, Edmand E. Our Rhodes scholars. Forum, 47: 715–23, June 1912.

Writer says that "the true aim of an Oxford education is to enable the student to make a life rather than to prepare him for making a mere living."

Lurton, Freeman E. Retardation in fifty-five Western towns. Journal of educational psychology, 3: 326–30, June 1912.

An investigation of the grade-age status of 17,279 children in the grades below the high school in 55 villages and smaller cities in Minnesota.

McKeever, William A. The public schools and the subnormal child. Normal instructor, 21: 11–12, June 1912.

Selected list of books, p. 12.

McMurtrie, Douglas C. Educating the crippled child. Education, 32: 636–42, June 1912.

Lays stress on the question of industrial training of crippled children.

Macnamara, N. C. A physiological basis for education. Nineteenth century, 71: 945–65, May 1912.

Advocates continuation work for boys leaving school at the age of fourteen.

Markus, Henry F. A scheme for grading in manual training. Manual training magazine, 13: 450–51, June 1912.

"The use of this scheme of grading makes a monthly grade in manual training possible, which sometimes proves a great stimulus to the work."

Miller, H. W. Descriptive geometry. Manual training magazine, 13: 424–29, June 1912.

Discussion of the subject from the viewpoint of its value to the engineering student.

Nicholson, Kathleen. The Michigan schools. Educational review, 44: 55–61, June 1912.

Shows the effect of the educational forward movement in the schools of Michigan. Describes methods of instruction in vogue.

Odell, Frank G. *and* **Delzell, James E.** Suggested outline for a rural school survey. Nebraska teacher, 14: 521, May 1912.

Outline is divided into four sections, as follows: Physical survey, social survey, educational survey and economic survey.

O'Shea, Michael V. Enduring verities in education. Kindergarten review, 22: 655–59, June 1912.

Digest of address given at the International kindergarten union meeting, Des Moines, Iowa, April 30, 1912.

——— The Montessori method of teaching. Dial, 52: 392–94, May 16, 1912.

"The whole Montessori method is about where the American system was twenty-five years ago. It is a great improvement upon general Italian practice in Rome, but it does not give the American teacher a new point of view which will be of service to him in solving his present problems."

Padgett, Edward Riddle. Commissioner Claxton on the rural schools. Progressive teacher, 18: 33–35, 35–37, May, June 1912.

Dr. Claxton's ideas concerning the rural schools. A short sketch of his life is appended.

Phillips, Byron A. Retardation in the elementary schools of Philadelphia. Psychological clinic, 6: 79–90, May 15, 1912.

To be concluded.

Phillips, Evelyn M. The treatment of feeble-minded children. Nineteenth century, 71: 930–34, May 1912.

Describes conditions in England. Advocates village group system, with houses, holding not more than 25 inmates each, built round their own school, and a variety of small homes.

Powell, B. E. The University of Illinois. Twentieth century, 6: 16–23, June 1912.

Describes the extension work of the university, especially that relating to agriculture.

Randolph, Corliss Fitz. A visit to some European schools. II. Educational foundations, 23: 606–25, June 1912.

Describes some schools visited in London, Leyden, Munich, etc.

Raycroft, Joseph E. Hygiene and physical education at Princeton university. American physical education review, 17: 333–38, May 1912.

"Presented before the National convention, Montreal, February 23, 1912."

Gives organization, equipment, and plan of work of the department of hygiene and physical education at Princeton university.

Sanford, Edmund C. Methods of research in education. Journal of educational psychology, 3: 303–15, June 1912.

"Read at the Wellesley meeting of the New England association of college teachers of education, December 2, 1911."

Scott, Fred N. Verbal taboos. School review, 20: 361–78, June 1912.

Discusses mental concepts of words.

Simpkins, Rupert R. Legislation for the last three years on vocational education. School review, 20: 407–16, June 1912.

Cites the valuable work of the six commissions provided for by legislative enactment within the last three years.

Smith, David Eugene. Chinese mathematics. Popular science monthly, 80: 597–601, June 1912.

Treats the subject from the historical standpoint.

Smith, H. B. Departmental organization in high schools. Journal of education, 75: 599–600, May 30, 1912.

Replies received to a questionnaire sent out to the principals of one hundred typical high schools of the country.

Spencer, Anna G. The school and the feminine ideal. Forum, 47: 702–14, June 1912.

Second article of series. Treats of vocational studies as bearing on home-life, etc.

Steeves, Harrison Ross. The cultivation of ideas in the college writing course. Educational review, 44: 45–54, June 1912.

Stevens, Ellen Yale. The Montessori method and primary education. Primary education, 20: 313–16, June 1912.

Stevens, Thomas Wood. The pageant as a school exercise. School arts book, 11: 1003-11, June 1912.

Stewart, Cora Wilson. The moonlight schools of Rowan county. Normal instructor, 21: 16–17, 51, June 1912.

Describes the rural night schools of Rowan county, Kentucky, where illiterates of all ages are taught to read and write.

Sutherland, J. C. Protestant education in Quebec. Queen's quarterly (Kingston, Canada), 19: 340–47, April–June 1912.

Discusses the trend of education in Protestant schools of the province of Quebec, Canada.

Tentative standard plan for the medical supervision of schools. Journal of education, 75: 583–84, May 23, 1912.

Contains the tentative conclusions relative to the medical supervision of schools based on an extensive, direct investigation of the work of doctors and nurses in thirty cities.

Wickes, Frances G. The sure way to teach nature study to a child. Ladies' home journal, 29: 32, June 1912.

Second article of series. Home work described.

Wild, Laura H. Training for social efficiency: The relation of art, industry, and education. Education, 32: 624–25, June 1912.

Fourth article of series.

Williams, L. A. Estimate of the Montessori system of child training. New York teachers monographs, 14: 25–32, June 1912.

Young, J. W. A. Concerning systematic exposition of mathematics and the fusion of its various branches in secondary instruction. School science and mathematics, 12: 447–56, June 1912.

Discussion of the questions referred to Subcommission A of the International commission on the teaching of mathematics for report at the session at Milan, Italy, September 18–21, 1911.

UNITED STATES BUREAU OF EDUCATION

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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS

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WASHINGTON
GOVERNMENT PRINTING OFFICE
1912

MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS

INTRODUCTORY NOTES

A considerable number of educational works have appeared during the past summer, and others are announced for early publication this autumn. The subject of vocational education is especially well represented in the present list, which may be classified as follows by its more important groups of titles: *Educational history and biography.*—Garber, Current educational activities; Gibson, Education in Scotland; Kilpatrick, Dutch schools; Leguay, Universitaires d'aujourd'hui; Morgana, Storia della pedagogia; Vaujany, L'école primaire en France. *Educational principles and methods.*—Adams, Evolution of educational theory; Hunt, Psychology of autoeducation; Lehmann, Erziehung und unterricht; Phelps, Teaching in school and college; Shields, Primary methods; periodical articles by Larkin, Mills, and Young. *Higher education.*—Draper, Weaknesses of universities; Henderson, Admission to college by certificate, also an article by Davis on Entrance requirements; Burritt, Professional distribution of graduates; articles on administrative topics by Penrose, and, under title of University control, on women's colleges by Colton and Haskins, by Van Hise on a national university; articles on various aspects of higher education by Bourne, Ellis, Thwing, and Wood. *School administration.*—Bloomfield, Problems in Porto Rico; Gregory, Better schools; Sachs, American secondary school, also an article on the high school by Mearns; articles by Bachman, Beard, Judson, and Kendall, and a symposium on the question, Is the public school a failure? *School hygiene and sanitation.*—American school hygiene association, Proceedings, Volume IV; W. H. Burnham, Suggestion in school hygiene; Lyster, Hygiene for teachers; articles by Cutter, Kirchner, and Poelchau. *Rural education.*—Ernest Burnham, Two types of rural schools; Brown, Readjustment of a rural high school; Leiper, Teaching language through agriculture; articles by Baker, Hanifan, and Hart. *Vocational and industrial education.*—Crawshaw, Manual arts for vocational ends; Griffith, Woodwork and mechanical drawing; Kerschensteiner, Begriff der arbeitsschule; Leavitt, Examples of industrial education; Sargent, Fine and industrial arts in elementary schools; Weeks, The people's school; articles

by Cooley, Duffy, Prosser, Snedden, and Wulfing. *Moral and religious education.*—International moral education congress, Papers; Lester, Sunday-school teaching; Moore, Ethics and education; Smith, Child study and religious pedagogy.

Books, pamphlets, etc., intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

BOOKS AND PAMPHLETS.

Adams, John. The evolution of educational theory. London, Macmillan and co., 1912. 410 p. 8°

"Altogether, we must say of this book that it mainly reflects the bewildered suspense of most intelligent persons at present regarding the ends and aims of education."—Nation, September 12, 1912, p. 232.

Bates, Esther Willard. Pageants and pageantry, with an introduction by William Orr. Boston, New York [etc.] Ginn and company [1912] 294 p. 12°

Bloomfield, Meyer. A study of certain social, educational, and industrial problems in Porto Rico. Prepared at the request of Hon. Henry L. Stimson, secretary of war, and Hon. George R. Colton, governor of Porto Rico. With an introduction by S. M. Lindsay. 1912. 29 p. 8°

Burnham, Ernest. Two types of rural schools, with some facts showing economic and social conditions. New York city, Teachers college, Columbia university, 1912. vii, 129 p. incl. maps, tables, diagrs. 8°. (Teachers college, Columbia university. Contributions to education, no. 51)

Burnham, William H. Suggestion in school hygiene. [Worcester, Mass.] 1912. 228–49 p. 8°

Reprinted from the Pedagogical seminary, June 1912.

Chubb, Percival E. Festivals and plays in schools and elsewhere, by Percival E. Chubb and others. New York, Harper & brothers, 1912. 403 p. illus. 8°

Crawshaw, Fred D. Manual arts for vocational ends. Peoria, Ill., The manual arts press [1912] 99 p. 8°

Draper, Andrew S. Weaknesses of universities. Syracuse, N. Y., C. W. Bardeen, 1912. 55 p. 12°

An address delivered December 28, 1911, before the Associated academic principals of the state of New York, and printed from proof-sheets revised by the author.

Garber, John Palmer. Current educational activities. A report upon education throughout the world. Being the 1911 volume of the "Annals of educational progress." Philadelphia and London, J. B. Lippincott company, 1912. 387 p. 12° (Lippincott's educational series, ed. by M. G. Brumbaugh, vol. ix)

Gibson, William John. Education in Scotland; a sketch of the past and the present. London, New York [etc.] Longmans, Green, and co., 1912. xi, 151 p. 12°

"Authorities": p. 150–151.

Gregory, Benjamin C. Better schools, ed. by J. L. Hughes. New York, The Macmillan company, 1912. 283 p. 12°

A series of educational articles originally published in a local paper in Chelsea, Mass., and in educational magazines. An introductory letter by P. P. Claxton is prefixed to the volume.

Griffith, Ira S. Correlated courses in woodwork and mechanical drawing. Peoria, Ill., The manual arts press [1912] 238 p. illus. 8°

Gulick, Luther H. Folk dancing. Illustrating the educational, civic, and moral value of folk dancing. New York, Department of child hygiene, Russell Sage foundation [1912] 26 p. illus. 8° (Pamphlet no. 118)

Henderson, Joseph Lindsey. Admission to college by certificate. New York city, Teachers college, Columbia university, 1912. x, 171 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 50)

Hill, David Spence. Retardation, its causes and remedies. Reprinted from Southern medical journal, Nashville, Tenn., July 1912. 16 p. 8°

Hunt, Harriet E. The psychology of autoeducation, based on the interpretation of intellect given by Henri Bergson in his "Creative evolution." Illustrated in the work of Maria Montessori. Syracuse, N. Y., C. W. Bardeen, 1912. 82 p. 12°

Kerschensteiner, Georg. Begriff der arbeitsschule. Leipzig und Berlin, B. G. Teubner, 1912. vii, 95 p. 12°

——— Der begriff der staatsbürgerlichen erziehung. 2. aufl. Leipzig und Berlin, B. G. Teubner, 1912. vii, 62 p. 12°

Leavitt, Frank Mitchell. Examples of industrial education. Boston, New York [etc.] Ginn and company [1912] 330 p. 12°

CONTENTS: 1. Significance of the movement for industrial education. 2. Manual training and industrial education. 3. The demand—an analysis. 4. The demand of organized labor. 5. The demand of educators. 6. The demand of social workers. 7. The revision of educational ideals involved in the movement for industrial training. 8. A plan for immediate reorganization. 9. Examples of more fundamental reorganization. 10. Prevocational work in grades 6–8. 11. The intermediate or separate industrial school. 12. Vocational high schools. 13. The trade school. 14. Part-time coöperative schools. 15. The continuation school. 16. Vocational guidance. 17. State legislation. 18. Concerning agricultural education.

Leguay, Pierre. Universitaires d'aujourd'hui. 2. ed. Paris, B. Grasset, 1912. 337 p. 12°

Contains biographical sketches of Ernest Lavisse, Gustave Lanson, Charles Seignobos, Henri Lichtenberger, Charles-Victor Langlois, and Emile Durkheim.

Lehmann, Rudolf. Erziehung und unterricht; grundzüge einer praktischen pädagogik. 2. neu bearb. und erweiterte aufl. von "Erziehung und erzieher." Berlin, Weidmann, 1912. 454 p. 8°

Lester, H. A., *ed.* Sunday school teaching; its aims and its methods, with an introduction by the Bishop of London. London, New York [etc.] Longmans, Green and co., 1912. 136 p. 12°

Lyster, Robert A. Text-book of hygiene for teachers. London, W. B. Clive, 1912. 496 p. illus. 12°

Moll, Albert. The sexual life of the child, tr. from the German by Dr. Eden Paul, with an introduction by Edward L. Thorndike. New York, The Macmillan company, 1912. xv, 339 p. 8°

Moore, John Howard. Ethics and education. London, G. Bell & sons, 1912. 188 p. 12°

"Books on ethical culture": p. 166–81.

Morgana, Adalberto. Storia della pedagogia, con prefazione di Alberto Stratico. Milano, U. Hoepli, 1912. xix, 553 p. 12°

Phelps, William Lyon. Teaching in school and college. New York, The Macmillan company, 1912. 186 p. 12°

Philadelphia. Board of public education. Pedagogical library. A teacher's professional library. Classified list of one hundred and fifty titles. Philadelphia, 1912. 18 p. 8°

Prepared on the basis of Bulletin 1909, no. 8, of the Bureau of education, and designed to accompany an exhibit of the volumes listed at the annual carnival of the Home and school league of Philadelphia.

Rouma, Georges. Le langage graphique de l'enfant. Bruxelles, Misch & Thron, 1912. 304 p. illus. 4°

Sachs, Julius. The American secondary school and some of its problems. New York, The Macmillan company, 1912. xviii, 295 p. 12° (Teachers' professional library, ed. by N. M. Butler).

Sargent, Walter. Fine and industrial arts in elementary schools. Boston, New York [etc.] Ginn and company [1912] 132 p. illus. 8°

Schultze, Arthur. The teaching of mathematics in secondary schools. New York, The Macmillan company, 1912. 370 p. 12°

Sève, A. Notions d'enseignement pacifiste (principes et applications du pacifisme) avec lettre-préface de F. Buisson. Paris, M. Giard & E. Brière, 1912. 113 p. 12°

Shields, Thomas Edward. Teachers manual of primary methods. Washington, D. C., The Catholic education press, 1912. 336 p. 8°. (The Catholic university pedagogical series, vol. iii)

Smith, William Walter. The elements of child study and religious pedagogy. In simple and practical form, fully illustrated. Milwaukee, The Young churchman co., 1912. 277 p. 8°

Vaujany, Joseph. L'école primaire en France sous la troisième république. Les lois fondamentales—l'école nouvelle—l'évolution de l'école. Paris, Perrin et cie., 1912. 335 p. 12°

Weeks, Ruth Mary. The people's school. A study in vocational training. Boston, New York [etc.] Houghton Mifflin company [1912] 208 p. 12° (Riverside educational monographs, ed. by H. Suzzallo)

CONTENTS: 1. Foreword. 2. The hand of iron. 3. The public school. 4. A school for the plain man. 5. Trade education and the woman. 6. In the country. 7. Trade education and organized labor. 8. Trade education and socialism. 9. Foreign trade schools. 10. American experiments. 11. The type of trade school needed in the United States. 12. Choosing a vocation. 13. Conclusion. 14. Bibliography on elementary vocational education.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

The Dutch schools of New Netherland and colonial New York, by William Heard Kilpatrick. Washington, 1912. 239 p. (Bulletin, 1912, no. 12) [483].

Report of the American commissioners of the International commission on the teaching of mathematics. Washington, 1912. 84 p. (Bulletin, 1912, no. 14) [486].

Current educational topics. No. II. Abstracts of papers presented at St. Louis, Mo., February 26–29, 1912, before the National council of education of the National education association, the Department of superintendence of the National education association, the Department of normal schools of the National education association, the National society for the study of education, the Society of college teachers of education, the National committee on agricultural education. Washington, 1912. 115 p. (Bulletin, 1912, no. 15) [487].

The reorganized school playground, by Henry S. Curtis. Washington, 1912. 23 p. (Bulletin, 1912, no. 16) [488].

The Montessori system of education. An examination of characteristic features set forth in Il metodo della pedagogia scientifica. By Anna Tolman Smith. Washington, 1912. 30 p. (Bulletin, 1912, no. 17) [489].

Teaching language through agriculture and domestic science, by M. A. Leiper. Washington, 1912. 30 p. (Bulletin, 1912, no. 18) [490].

Professional distribution of college and university graduates, by Bailey B. Burritt. Washington, 1912. 147 p. (Bulletin, 1912, no. 19) [491].

The readjustment of a rural high school to the needs of the community, by H. A. Brown. Washington, 1912. 31 p. illus. (Bulletin, 1912, no. 20) [492].

PUBLICATIONS OF ASSOCIATIONS.

Alabama educational association. Official proceedings of the thirty-first annual convention . . . held at Birmingham, April 4, 5, and 6, 1912. Birmingham, Dispatch printing co. [1912] 311 p. 8°. (W. C. Griggs, secretary, Birmingham, Ala.)

Contains: 1. D. R. Murphey: President's annual address, p. 32–40. 2. Emmet O'Neal: Some educational problems, p. 40–45. 3. C. B. Aycock: Universal education, its necessity and benefit, p. 45–48. 4. H. O. Murfee: The teacher and the State, p. 48–86. 5. F. B. Dresslar: The rural school house and its environment, p. 95–101. 6. H. J. Willingham: Local taxation and compulsory school attendance, p. 101–5. 7. J. H. Pennyman: Character building, a university function, p. 105–8. 8. W. F. Jones: Classification, gradation, promotion, record, p. 122–26. 9. L. B. Evans: Some problems of the near future, p. 126–30. 10. O. H. Benson: Education for rural life, p. 141–49. 11. C. W. Ashcraft: Our public schools as preparatory schools for practical life, p. 172–76. 12. Margaret L. Johnson: Motivation, p. 199–201. 13. Andrew Sledd: The relation of the college to the secondary schools, p. 211–15. 14. E. L. Colebeck: The present status of Greek and Latin in colleges and universities, p. 215–18. 15. H. H. Holmes: How to get the high school in touch with community life, p. 228–31. 16. H. B. Norton: The duties of the high school principal, p. 231–35.

American school hygiene association. Proceedings of the sixth congress. Volume IV. Springfield, American physical education review, 1912. 216 p. 8°. (Thomas A. Storey, secretary-treasurer, New York, N. Y.)

Contains: 1. David Snedden: Problems of health supervision in the schools of Massachusetts, p. 18–26. 2. T. A. Storey: Medical inspection and the practice of the physician and the dentist, p. 31–33. 3. Margaret E. Carley: The school nurse as a link in the chain of preventive medicine, p. 33–40. 4. L. N. Hines: A study in retardation, p. 53–56. 5. W. H. Burnham: Suggestion in elementary education, p. 59–65. 6. Van Rensselaer Lansingh: The illumination of school buildings, p. 96–111. 7. T. D. Wood: Health problems in education, p. 125–30. 8. D. A. Sargent: Defects in the school curriculum in physical training as shown by the disabilities of college students, p. 131–36. 9. D. S. Hill: The cooperation of educational and of medical departments of American universities, p. 136–51. 10. W. H. Potter: The care of the teeth of school children, p. 159–64. 11. G. S. C. Badger: Malnutrition in school children, p. 186–89. 12. L. H. Gulick: Report of the committee on heating and ventilating, p. 195–98. 13. E. B. Hoag: Some new problems in school hygiene, p. 205–8.

Association of American agricultural colleges and experiment stations. Proceedings of the twenty-fifth annual convention . . . held at Columbus, Ohio, November 15–17, 1911. Montpelier, Vt., Capital city press, 1912. 229 p. 8°. (J. L. Hills, secretary-treasurer, Burlington, Vt.)

Contains: 1. W. H. Jordan: Presidential address, p. 39–48. 2. P. P. Claxton: [Agricultural education and the Bureau of education], p. 60–67. 3. P. P. Claxton: [Education and the Federal government], p. 89–94. 4. A. Vivian: The preparation of men for teaching and for station work, p. 98–103. 5. H. J. Wheeler: The training of men in station and college work, p. 104–7. 6. John Hamilton: The organization of correspondence courses in agriculture, p. 186–93. 7. O. H. Benson: Boys' and girls' club work in the Southern states, p. 215–20.

Association of mathematical teachers in New England. Minutes of the tenth spring meeting . . . held at Boston, Mass., April 13, 1912. 43 p. 8°.

Contains: 1. J. B. Hebberd: What can the high school do for the backward pupil? p. 9–24. 2. J. W. Young: The logical element in the teaching of geometry, p. 25–36.

Chicago child welfare exhibit. The child in the city. A series of papers presented at the conferences held during the Chicago child welfare exhibit, May 11–25, 1911. Chicago, Department of social investigation, Chicago school of civics and philanthropy, 1912. 502 p. 8°.

CONTENTS: Introductory.—Part 1, Personal service.—Part 2, Physical care.—Part 3, The school and the child.—Part 4, Special groups of children.—Part 5, The working child.—Part 6, The law and the child.—Part 7, Libraries and museums.—Part 8, Social and civic problems of childhood.—Part 9, The uncompleted task.

Congress of universities of the Empire. Opened at the University of London, July 2, 1912. Journal of education (London) 44: 537–39, August 1912.

Institute of dental pedagogics. Proceedings of the nineteenth annual meeting, held at Chicago, Illinois, January twenty-fourth, twenty-fifth and twenty-sixth, nineteen hundred twelve. Chicago, Published by the Institute of dental pedagogics [1912] 180 p. 8°. (Fred W. Gethro, secretary-treasurer, 917 Marshall Field building, Chicago, Ill.)

International moral education congress. 2d, The Hague, August 22–27, 1912. Mémoires sur l'éducation morale, présentés au Congrès. Première partie. La Haye, M. Nijhoff, 1912. 293 p. 4° (Mlle. Attie G. Dyserinck, general secretary)

Contains: 1st Division. A. Moral education considered from the point of view of denominationalists, of religious people not attached to any denomination, and of those who consider morality as independent on religion. B. Moral education considered from social and national point of view; formation of the will.

——— Papers contributed by American writers and review of recent American literature on moral education. Pub. by the American committee of the International congress [1912] 195 p. 8° (H. A. Overstreet, corresponding secretary, College of the city of New York)

Contains: 1. F. C. Sharp: Development of moral thoughtfulness in the school, p. 1–15. 2. Felix Adler: Sketch of a course of ethical development extending through life, p. 16–29. 3. F. A. Manny: Moral education of children, p. 41–46. 4. Percival Chubb: Duty of the school to educate for the right use of leisure, p. 46–53. 5. G. A. Coe: Moral instruction and training in the Sunday schools of the United States of America, p. 64–68. 6. W. R. George: Self-government as a means of moral education, p. 69–79. 7. Milton Fairchild: Visual instruction in morals, p. 112–14. 8. L. H. Gulick: The Camp fire girls and moral education, p. 139–46. 9. Ella L. Cabot: Social service activities in connection with the schools, p. 150–62. 10. Anna G. Spencer: Moral protection as related to moral education, p. 162–80.

Mississippi teachers' association. Proceedings of the twenty-seventh annual meeting . . . Gulfport, Miss., May 2, 3, and 4, 1912. Gulfport, Miss., Connell printing co. [1912] 105 p. 8°. (H. L. McCleskey, secretary, Hazlehurst, Miss.)

Contains: 1. D. C. Hull: President's address, p. 25–31. 2. Susie V. Powell: School improvement and industrial clubs, p. 45–48. 3. E. M. Alderman: Equipping and maintaining the agricultural department, p. 67–69. 4. Mabel Ward: Equipment for teaching home science, p. 69–75. 5. A. L. Bondurant: Latin in the high school, p. 81–89.

National association of state universities in the United States of America. Transactions and proceedings . . . sixteenth annual meeting, held at Minneapolis, Minn., October the nineteenth and twentieth, nineteen hundred eleven. Burlington, Vt., Free press printing company [1912] 288 p. 8°. (Guy Potter Benton, secretary-treasurer, University of Vermont, Burlington, Vt.)

Contains: 1. W. O. Thompson: The economic basis of education, p. 21–38. 2. C. R. Van Hise: Central boards of control, p. 62–104. 3. Frank Strong: Boards of control of higher educational institutions, with special reference to Kansas, p. 105–15. Discussion, p. 115–32. 4. A. R. Hill: Departmental organization, p. 133–40. 5. Brown Ayres: Departmental organization, p. 140–42. Discussion, p. 142–48. 6. E. M. Gray: Reconstructive suggestions in regard to the curriculum of the secondary school, p. 148–70. Discussion, p. 170–80. 7. W. L. Bryan: Economy in university administration, p. 181–89. Discussion, p. 189–204. 8. K. C. Babcock: Relations of the state university to the colleges of the state, p. 212–23. 9. R. J. Aley: Entrance requirements for state universities, p. 224–39. Discussion, p. 240–51. 10. E. J. James: National aid to popular education, p. 251–81.

National association of teachers in colored schools. Proceedings of the eighth annual session . . . held in St. Louis, Missouri, July 26–30, 1911. [Hampton, Va.] Press of the Hampton institute, 1912. 36 p. 8°. (J. R. E. Lee, secretary, Tuskegee institute, Ala.)

Contains: W. T. B. Williams: The outlook in negro education, p. 12–30.

National child labor committee. [Proceedings of the eighth annual conference held at Louisville, Ky., January 25–28, 1912] New York, National child labor committee, 1912. 223 p. 8°. (Child labor bulletin, vol. 1, no. 1) (Owen R. Lovejoy, secretary, 105 East 22d street, New York, N. Y.)

Contains: Felix Adler: National aid to education, p. 1–5. 2. P. P. Claxton: A substitute for child labor, p. 6–15. 3. E. O. Holland: Child labor and vocational work in the public schools, p. 16–23. 4. Helen T. Woolley: Child labor and vocational guidance, p. 24–37. 5. C. G. Pearse: Child labor and the future development of the school, p. 38–45. 6. Alice P. Barrows: The dangers and possibilities of vocational guidance, p. 46–54. 7. W. H. Elson: Relation of industrial training to child labor, p. 55–65. 8. M. Edith Campbell: Economic value of education, p. 66–72. 9. W. H. Hand: Need of compulsory education in the South, p. 73–84. 10. A. J. Peters: A federal children's bureau, p. 85–96. 11. S. M. Lindsay: Federal aid to education a necessary step in the solution of the child-labor problem, p. 97–105. 12. Florence Kelley: Part-time schools, p. 106–12. 13. G. F. Ross: Extending medical inspection from schools to mills, p. 128–34. 14. R. K. Conant: The educational test for working children, p. 145–48. 15. J. M. Gillette: Rural child labor, p. 154–60. 16. Florence Kelley: Unreasonable industrial burdens on women and children—effect on education, p. 161–82. 17. Ernest Burnham: Rejuvenation of the rural school, p. 183–86.

Society for the promotion of engineering education. Proceedings of the nineteenth annual meeting held in Pittsburgh, Pa., June 27, 28 and 29, 1911. Volume XIX. Ithaca, N. Y., Cornell university, 1912. 522 p. 8°. (H. H. Norris, secretary, Ithaca, N. Y.)

Contains: 1. A. N. Talbot: The engineering teacher and his preparation, p. 22–32. 2. F. N. Raymond: The preparation of written papers in schools of engineering, p. 48–54. Discussion on engineering English, p. 54–90. 3. H. W. Hibbard and H. S. Philbrick: Teaching of scientific shop management, with use of engineering school shops as the laboratory, p. 91–106. Discussion, p. 106–32. 4. Hugo Diemer: Results of experience in teaching scientific shop management, p. 133–45. 5. Report of the Committee on the teaching of mathematics to students of engineering, p. 164–282. Discussion, p. 283–97. 6. Report on entrance requirements and definition of subjects presented by Committee on entrance requirements, p. 330–66. Discussion, p. 367–75. 7. J. M. White: The architecture of engineering schools, p. 387–93. 8. A. L. Williston; Wentworth institute, p. 394–407. Discussion on the architecture of engineering schools, p. 408–25. 9. W. A. Hillebrand and S. B. Charters, jr.: An engineering course for under-classmen, p. 430–39. 10. E. B. Paine: Electrical engineering instruction, p. 440–56. 11. W. G. Raymond: All-year session, individual instruction: renewed suggestions, p. 457–59. Discussion, p. 460–67. 12. E. B. Raymond· The technical graduate from the point of view of the manufacturer, p. 468–72. 13. C. F. Scott and C. R. Dooley: Adapting technical graduates to the industries, p. 473–79. 14. F. L. Bishop: The cooperative system of engineering education at the University of Pittsburgh, p. 480–85. Discussion, p. 485–500.

ARTICLES IN PERIODICALS.

Bachman, Frank P. Attaining efficiency in city school systems. Annals of the American academy of political and social science, 41: 158–75, May 1912.

Also separately reprinted.

Baggott, L. J. Education and our future national character. Westminster review, 178: 185–87, August 1912.

Argues that "systems" of education are futile.

Baker, N. R. Rural camp schools. School news, 26: 41–42, September 1912.

A brief description of a camp school in Australia and its adaptability to this country.

Ball, Allan. Democracy and the rescue of French culture. North American review, 196: 231–44, August 1912.

The classical controversy in French education of to-day.

Beard, E. J. H. How to prevent waste and secure greater proficiency in school studies. Midland schools, 27: 15–18, September 1912.

Beetz, K. O. Ein kampf um die letzten kirchschulen Deutschlands. Pädagogische warte, 19: 926–32, August 15, 1912.

Bolce, Harold. Training for motherhood. Good housekeeping, 55: 292–300, September 1912.

An illustrated article describing the work of Sesame House, in London, and the international movement of which it is the inspiring center. The same magazine contains an article (p. 300–301) on the New York School of mothercraft, by Mrs. G. C. Ashton Jonson. The latter school was opened last winter, and is, to a greater or less extent, a replica of the parent institution in London.

Bourne, Randolph S. College life to-day. North American review, 196: 365–72, September 1912.

Declares that the "cultural" interests hold their own equally with the athletics.

Bruchmann, K. Eugenik und schule. Preussische jahrbücher, 149: 119–32, July 1912.

A satiric but helpful discussion of selectionist ideas with particular reference to the efficiency of the school.

Bruère, Martha Bensley. Educating the consumer. Outlook, 102: 29–34, September 7, 1912.

Incidentally discusses the special courses in domestic art and household science given in American colleges and universities.

California. University. Council of education. Report of the Committee on readjustment of the course of study and the certification of teachers. Alex. F. Lange, chairman. Part I. Sierra educational news, 8: 512–20, September 1912.

Clark, Frances E. The talking machine as a necessary part of the equipment in the modern school. American school board journal, 45: 16, 49, September 1912.

Colton, Elizabeth A. Standards of Southern colleges for women. School review, 20: 458–75, September 1912.

Cooley, Edwin G. The continuation school. American school board journal, 45: 11–59, August 1912.

Shows the need of a new type of school in our system—the vocational continuation school.

Country schools for city children. Chautauquan, 67: 240–46, August 1912.

Craick, W. Arnot. The maritime group of universities. Canadian magazine, 39: 321–30, August 1912.

Sketch of colleges of the Eastern provinces of Canada.

Cutter, Irving S. Medical inspection in the public schools. Nebraska teacher, 15: 55–57, August 1912.

Davis, C. O. Entrance requirements in twenty-five colleges and universities. School review, 20: 484–86, September 1912.

Dean, Arthur D. Your son's education. Mother's magazine, 7: 5–8, September 1912.

"The question of what line of vocation your boy is to follow, is more than interesting—it is vital."

Der deutsch-amerikanische lehrertag in Berlin. Pädagogische zeitung, 41: 664–66, August 22, 1912.

An account of the meeting in Berlin August 10–15 of the German-American teachers' association, which was attended by about 400 teachers and their friends from the United States.

Doctorates conferred by American universities. Science, n. s. 36: 129–39, August 2, 1912.

Calls attention to the fact that the number of degrees conferred in the natural and exact sciences increases more rapidly than in other subjects.

Duffy, Frank. Industrial education and what labor unions are doing to promote it. Vocational education, 2: 28–35, September 1912.

This article is by the General secretary of the United brotherhood of carpenters and joiners. "His extended knowledge and experience, as well as official position, enable Mr. Duffy to speak with authority on this question."

The educational books of the year. Independent, 72: 244–63, August 1, 1912.

A review of textbooks as well as works on the science of education.

Ellis, A. Caswell. The relation of higher education to the economic development of the state. Journal of education, 76: 199–201, August 29, 1912.

Felton, Alice. The Hawley grammar school, Northampton, Mass. School arts magazine, 12: 28–36, September 1912.

"How a public library coöperates with a public school in the art education of children."

Freeman, Frank N. Current methods of teaching handwriting. Elementary school teacher, 13: 25–40, September 1912.

Concludes the series begun in May and continued in June in the Elementary school teacher. Illustrated.

Geddes, James, *jr.* Oral instruction in modern languages. Education, 33: 27–35, September 1912.

"As long as the living languages are taught in this country precisely the same way as the dead languages, that is to say, while grammatical construction and classical literature form the principal feature, so long Americans will not become good linguists."

George, Anne E. A transplanted Montessori school. World's work (London), 20: 284–94, August 1912.

Describes work in the United States.

Gulick, Luther Halsey. Camp fire girls. Playground, 6: 209–16, September 1912.

"Address delivered at the sixth annual meeting of the Playground and recreation association of America, June 6, 1912."

Hailmann, W. N. The Montessori method and the kindergarten. Kindergarten-primary magazine, 25: 6–7, September 1912.

Hanifan, L. J. The rural school and rural life. West Virginia school journal, 41: 204–7, August–September 1912.

Hart, Joseph K. The failure of the country school in the modern city. American journal of sociology, 18: 92–114, July 1912.

"The failure of the schools comes from their holding to this older intellectualistic conception of education, and their refusal to take up the work of offering a completer world to the growing children."

Haskins, Mary Leal. The college course for women. Independent, 72: 240–43, August 1, 1912.

The writer declares that "the last and least thing that needs to be taught to young girls is that marriage, motherhood and the care of the home form the one real vocation of womankind, and that any other callings in which they may engage are unfortunate makeshifts arising from their having missed the sole divinely appointed one."

Hicks, Frederick C. Newspaper libraries. Educational review, 44: 174–90, September 1912.

Describes the library activities of newspaper offices in New York city.

Holmes, W. H. The Montessori methods. Education, 33: 1–10, September 1912.

The writer claims that "Montessori, with her communizing ideas, is sowing the seeds of a dangerous doctrine." He is speaking of the Houses of childhood, where the motherly care of little children is communized. He says: "So far as I can see this spiritual mother element is lacking to a large degree in the Montessori school."

Hooper, Cyrus Lauron. The influence of the study of Latin upon knowledge of English grammar. English journal, 1: 393–404, September 1912.

Shows that students who have had thorough training in Latin do superior work in English.

Is the public school a failure? A symposium. Ladies' home journal, 29: 5–7, 66, September 1912.

Articles by Frederic Burk and William McAndrew reviewing the subject of high schools in the United States.

Ittner, William B. School architecture. American school board journal, 45: 16–17, 48, August; 22–23, 59, September 1912.

Address delivered before the Department of school administration of the National education association, July 10, 1912. The schools on which the article is based are the Emerson school, Gary, Ind., high school at Wichita, Kans., and the high school at Lafayette, Ind.

Ives, W. H. What school facilities shall be provided for instruction by means of motion picture machines, stereopticon lanterns, talking machines, player pianos, etc. American school board journal, 45: 24, 55, August 1912.

Judson, Harry Pratt. Waste in educational curricula. School review, 20: 433–41, September 1912.

Writer thinks that our grading is not sufficiently exacting; that too many are promoted *en masse*.

Kendall, Calvin N. Efficiency in schools. Journal of education, 76: 229–32, 243, September 5, 1912.

"Address before the American institute of instruction, North Conway."

Discussed from two points of view, i. e. "First—In what way or ways immediately available and possible and practicable may increased efficiency be had, and without cost. Second—In what way or ways may it be secured by means possible everywhere, and already realized in many places, but at some increased cost."

Keyser, Cassius J. The humanisation of the teaching of mathematics. Educational review, 44: 140–56, September 1912.

"To humanise the teaching of mathematics means so to present the subject, so to interpret its ideas and doctrines, that they shall appeal, not merely to the computatory faculty or to the logical faculty but to all the great powers and interests of the human mind."

Kirchner, M. Tuberculose und schule. Zeitschrift für schulgesundheitspflege, 25: 1–28, August 1912 (Beiheft).

Koch, C. von. Chautauqua: growth of popular education. Chautauquan, 67: 183–93, August 1912.

Larkin, Michael J. Pedagogy: true and false. Catholic educational review, 4: 136–51, September 1912.

"Read at the meeting of the Catholic educational association, Pittsburgh, July, 1912." Deals principally with the pedagogy that does not include religious training.

Lawrence, Minerva. Domestic science equipment. Northwest journal of education, 24: 20–21, September 1912.

Equipment for domestic science departments in public schools.

Leavitt, Frank M. Vocational purpose in the Manual training high school, Indianapolis, Indiana. Vocational education, 2: 36–52, September 1912.

"A discriminating discussion of the way in which one progressive community is attempting to secure the maximum of service from its high school."

Lyon, Leverett S. Inter and intra high school contests. Education, 33: 38–49, September 1912.

Discusses the pros and cons of the subject.

Martin, Theodore T. To what extent may the work of the county institute be made concrete by the use of illustrative materials? Educator-journal, 12: 631–34, August 1912.

Gives the replies received in response to a questionnaire which was sent to fifty of the county superintendents of Indiana.

Martindale, F. C. The school as a social center and its relation to evening recreation centers and other activities. Playground, 6: 193–202, September 1912.

"Address delivered at the sixth annual meeting of the Playground and recreation association of America, June 7, 1912." Describes the wider use of the school plant in Detroit, Michigan.

Matas, Rudolph. The cinematograph as an aid to medical education and research. New York medical journal, 96: 483–88, September 7, 1912.

Concluded from August number. Contains extensive bibliography.

Mearns, William Hughes. The high school and the "standard." Independent, 73: 480–85, August 29, 1912.

Declares that the business of the high school is to help young people "to a better adjustment to the life they must eventually live."

Meumann, Ernst. Wilhelm Wundt. Zu seinem achtzigsten geburtstag. Deutsche rundschau, 38: 193–224, August 1912.

A comprehensive, non-technical review of Wundt's work in psychology, with an interesting estimate of his attitude toward pedagogy.

Mills, John. Old lamps for new. Popular science monthly, 81: 238–45, September 1912.

The writer says: "In the main the solution of the present educational problem may be said to demand more liberal arts in technical schools, and equally, more practical science in colleges."

Monroe, Walter S. A chapter in the development of arithmetic teaching in the United States. Elementary school teacher, 13: 17–24, September 1912.

Concludes the series begun in May and continued in June in the Elementary school teacher.

Murphy, Bessie Randall. The kodak in art instruction. School arts magazine, 12: 14–18, September 1912.

Oemer, Ernst. Rousseau und der arbeitsschulgedanke. Allgemeine deutsche lehrerzeitung, 64: 305–08, June 28, 1912.

Cites passages in Emile and Science and arts to prove Rousseau had the modern vocational school idea. One of numerous useful articles in foreign periodicals in celebration of the Rousseau bi-centennial.

Paton, J. L. The teachers' register and its possibilities. Contemporary review, 102: 239–46, August 1912.

Register of teachers in England.

Pearl, Raymond. The first international eugenics congress. Independent, 73: 614–16, September 1912.

This congress, conceived by the Eugenics education society, was held at the University of London, July 18–24, 1912.

Penrose, Stephen B. L. The organization of a standard college. Educational review, 44: 119–27, September 1912.

Discusses the assignment of individual members of the faculty to specific duties.

Plimpton, George A. Horn books. Independent, 72: 264–68, August 1, 1912.

Contains a number of facsimiles of horn books taken from the remarkable collection of Mr. Plimpton.

Poelchau, G. Die unterernährung der schuljugend und ihre bekämpfung durch merkblätter, welche ratschläge über die ernährung enthalten. Zeitschrift für schulgesundheitspflege, 25: 553–61, August 1912.

Describes specific cases of lack of nourishment and urges a distribution to parents of literature on the subject of proper feeding.

Prosser, C. A. Facilities for industrial education. American school board journal, 45: 11–12, 58, September 1912.

"The above address was delivered before the Department of school administration during the recent meeting of the National education association. It is remarkable in that it embodies a wealth of practical suggestions. Heretofore conjecture has been the order of the day."—Editor's note.

Ranlett, Alice. Shall Latin go? Education, 33: 11–18, September 1912.

The writer says that in every school and college where she has studied or taught, with but few exceptions, "the members of the Latin classes have been the flower of the student body."

Robbins, Jane E. The new school boy. Outlook, 101: 880–83, August 17, 1912.

Declares that "the coming boy wants to get a definite scientific training which shall relate him to the every-day world of agriculture, commerce, and manufacture."

Robinson, C. Schoolmasters in ancient Greece. Contemporary review, 102: 257–60, August 1912.

Elementary education of the children of Ionian Greece, 300 B. C.

Schulze, Ernst. Vorzüge und mangel des englischen volksbildungswesens. Die deutsche schule, 16: 465–74, August 1912.

Critical but sympathetic. Sees awakened public enthusiasm in England, but claims a lack of inspiring trained leadership.

Scoon, R. M. Oxford—a contrast. Educational review, 44: 157–73, September 1912.

Contrasts conditions at Oxford university and those at American colleges and universities.

Sheffield, *Lord.* English popular education. English review, 12: 118–32, August 1912.

Discusses the needs and political treatment of English popular education.

Smith, Frank Webster. The normal school ideal. Education, 33: 19–26, September 1912.

The fifth installment of a series of papers on normal-school work.

Snedden, David. Debatable issues in vocational education. Vocational education, 2: 1–12, September 1912.

Gives "a few of the problems of vocational education with reference to which there is now needed fuller analysis, discussion and experimentation."

——— Differentiated programs of study for older children in elementary schools. Educational review, 44: 128–39, September 1912.

In the estimation of the writer, "a complete scheme of secondary education should include not only one or more of the four-year programs as now commonly found but also flexible two-year programs of study, all containing English literature, English expression, general science, social science, and an option from one of the four great fields of practical arts study—namely, agriculture, industrial and practical arts, and commerce."

Stanton, Leslie. The use and abuse of the text-book. Catholic educational review, 4: 110–18, September 1912.

Starch, Daniel, *and* **Elliott, Edward C.** Reliability of the grading of high-school work in English. School review, 20: 442–57, September 1912.

The problem of this investigation was to determine the range of variation and the reliability of the marks assigned by teachers to examination-answer papers. The data were obtained from one of the largest high schools in Wisconsin.

Story, A. J. How London educates the deaf. Volta review, 14: 263–304, September 1912.

An elaborate study of the subject, fully illustrated. Contains curriculum.

Sweeney, J. D. Final examinations; how one county is trying to solve the problem. Western journal of education (San Francisco) 18: 5–7, August 1912.

Thwing, Charles F. What more can the higher education do for America? Independent, 72: 268–71, August 1, 1912.

The training of the exceptional man is emphasized.

Trowbridge, Ada Wilson. The home school of Providence, R. I. Vocational education, 2: 13–27, September 1912.

"Interesting, as well as practically suggestive."

University control: Letters from Cornell university; letters from the University of Chicago. Science, n. s. 36: 174–86, August 9, 1912.

Calls attention to the fact that in a democratic country we have developed "what is apparently a monarchical system of university government, whereas in monarchical countries they have democratic systems of university control."

Upward, Allen. St. George's school. Forum, 48: 234–41, August 1912.

A scheme for the establishment of a school for boys whose abilities "the stereotyped educational routine is not designed to foster."

Vandewalker, Nina C. Report of Committee of investigation of the International kindergarten union. Kindergarten review, 23: 10–15, September 1912.

Results obtained from questionnaires sent out to determine the status of the kindergarten in the United States.

Also in Kindergarten-primary magazine, 25: 11–14, September 1912.

Van Hise, Charles R. A national university, a national asset; an instrumentality for advanced research. Science, n. s. 36: 193–201, August 16, 1912.

Advocates a national university as supplementary to existing institutions, not a rival to them. The same journal contains an article on the National university, by E. J. James, p. 202–10.

Ward, Daniel. Developing the playgrounds of a small city. American school board journal, 45: 8–9, September 1912.

Describes the equipment, etc., of the public school playgrounds in Rocky Ford, Colorado.

Washburn, W. C. Special provision for the bright pupil. Popular educator, 30: 5–6, September 1912.

Weyer, Edward M. What the schools do not teach. Forum, 48: 309–20, September 1912.

"The vast majority of our people regard education as a process of receiving knowledge; a few hope that some day it may be made a process of acquiring ability."

Wild, Laura H. The Montessori system and our American schools for the deaf. Journal of education, 76: 176, August 22, 1912.

Claims that in the oral schools for the deaf in this country we have had something similar to the Montessori system for the last twenty-five years.

Wilson, G. M. The motivation of seventh- and eighth-grade history work. Elementary school teacher, 13: 11–16, September 1912.

Dramatizing sections of history work.

Wood, Arthur J. Trend in college and university method and thought. Chautauquan, 67: 235–40, August 1912.

Present day movements in American colleges and universities discussed. Recovery of the ideal in cultural education; cooperative plan of work between colleges and industrial plants; extension work; individualized method of instruction, etc.

Wulfing, G. E. Can the administration department of a school system serve as a laboratory for the vocational training of children? American school board journal, 45: 8, 40–41, August 1912.

Young, Ella Flagg. The purpose of education not to ornament but to teach the child how to work. Mother's magazine, 7: 9, 40, September 1912.

The writer says: "Ornamental education is doing more harm to the child of this country than almost anything else that I might mention."

Zergiebel, M. Der einfluss des grossstadtmilieus auf das schulkind. Zeitschrift für pädagogische psychologie, 13: 325–36, June 1912.

Contends that city school child is characterized by adaptability of attention but lack of intensity; that he has active mental life but shows rapid exhaustion, with a tendency to distraction and discontent.

○

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BOOKS AND PAMPHLETS.

Betts, George Herbert. Social principles of education. New York, C. Scribner's sons, 1912. xvii, 318 p. 12°

Brownlee, Jane. Character building in school. Boston, New York [etc.] Houghton, Mifflin company [1912] 268 p. 12°

Burns, James A. The growth and development of the Catholic school system in the United States. New York, Cincinnati, Chicago, Benziger brothers, 1912. 421 p. 12°

Cook, John Williston. Educational history of Illinois. Growth and progress in educational affairs of the state from the earliest day to the present, with portraits and biographies. Chicago, Ill., The Henry O. Shepard company, 1912. 744 p. f°

Cooper, Clayton Sedgwick. Why go to college. New York, The Century co., 1912. xii, 212 p. illus. 8°

CONTENTS: 1. General characteristics. 2. Education à la carte. 3. The college campus. 4. Reasons for going to college. 5. The college man and the world. Index.

Draper, Andrew Sloan. No mummified history in New York schools. Syracuse, N. Y., C. W. Bardeen, 1912. 32 p. 12°

An address delivered November 28, 1911, before the history section of the New York state teachers association.

Egbert, Seneca. Teaching hygiene in public schools: what should be taught? Bulletin of the American academy of medicine, 13 : 322-27. October, 1912.

Graves, Frank Pierrepont. Peter Ramus and the educational reformation of the sixteenth century. New York, The Macmillan company, 1912. xi, 226 p. 12°

Dutton, Samuel Train *and* **Snedden, David.** The administration of public education in the United States. [Revised edition] New York, The Macmillan company, 1912. x, 614 p. 8°

Hardy, E. A. The public library; its place in our educational system. Toronto, William Briggs, 1912. 223 p. illus. 12°

Hillegas, Milo B. A scale for the measurement of quality in English composition by young people. New York City, Teachers college, Columbia university, 1912. [4] 54 p. 8°

A study of the measurements of quality in English composition and the formation of a standard scale for determining their value. "The scale is composed of sample English compositions, the qualities of which have been determined by more than four hundred competent judges."

Holmes, Arthur. The conservation of the child. A manual of clinical psychology presenting the examination and treatment of backward children. Philadelphia and London, J. B. Lippincott company, 1912. 345 p. illus. 12° (Lippincott's educational series, ed. by M. G. Brumbaugh, vol. x)

Holmes, William H. School organization and the individual child. A book for school executives and teachers, being an exposition of plans that have been evolved to adapt school organization to the needs of individual children, normal, supernormal, and subnormal. Worcester, Mass., The Davis press, 1912. Part 1, Normal children, 197 p. Part 2, Subnormal children, including bibliography and index to both parts, 211 p. 8°

Howerth, Ira Woods. The art of education. New York, The Macmillan company, 1912. xvi, 237 p. 12°

"Meant to substitute a scientific for a sentimental conception of the social meaning and value of education."—Pref.

Jones, Thomas Jesse. Negroes and the census of 1910. Reprinted from the Southern workman for August 1912. [Hampton, Va.] 16 p. 8°

Keech, Mabel Louise. Training the little home maker by kitchengarden methods. Philadelphia and London, J. B. Lippincott company, 1912. 77 p. illus. 8°

Natorp, Paul. Pestalozzi; sein leben und seine ideen. 2 aufl. Leipzig, B. G. Teubner, 1912. 140 p. 12°

Paulsen, Friedrich. Gesammelte pädagogische abhandlungen, hrsg. und eingeleitet von E. Spranger. Stuttgart und Berlin, J. G. Cotta'sche buchhandlung nachfolger, 1912. xxv, 711 p. 8°

Ruttmann, W. I. Einführung in die schulhygiene für pädagogen. Bayreuth, Grausche buchhandlung, 1912. 264 p. 8°

Smith, Theodate Louise. The Montessori system in theory and practice: an introduction to the pedagogic methods of Dr. Maria Montessori, . . . with some reports of American experience; illustrated from photographs taken for this book. New York and London, Harper & brothers, 1912. viii, 78 p. illus. 12°

Stewart, A. H. American bad boys in the making. New York, Hermann Lechner [1912]. 241 p. illus. 8°

Swift, Edgar James. Youth and the race; a study in the psychology of adolescence. New York, C. Scribner's sons, 1912. viii, 342 p. 8°

PUBLICATIONS OF ASSOCIATIONS.

Conference for education in Texas. Proceedings of the fifth general session . . . San Antonio, Texas, April 19 and 20, 1912. [Austin, Texas, A. C. Baldwin & sons, 1912] 138 p. 8° (L. T. Cunningham, recording secretary, Anson, Texas)

Contains: 1. R. S. Hyer: Adequate and permanent financial support for the higher educational institutions of the state, p. 20–29; Discussion, p. 30–34. 2. F. M. Bralley: Organization for the enlargement by the state of Texas of its institutions of higher education, p. 35–46; Discussion, p. 46–49. 3. H. F. Estill: The necessity of removing by constitutional amendment the tax limitation in the support of public schools, p. 50–55; Discussion, p. 55–64. 4. Nat Benton: The extension of professional county supervision, p. 92–100; Discussion, p. 100–111. 5. J. F. Kimball: The extension of county supervision, p. 111–16.

Georgia educational association. Proceedings and addresses of the forty-fifth annual meeting . . . Macon, Georgia, April 27–29, 1911. Atlanta, Ga., Bennett printing house [1911?] 106 p. 8° (C. L. Smith, secretary, La Grange, Ga.)

Contains: 1. M. L. Brittain: Our educational needs, p. 57–64. 2. Medical inspection of school children, p. 65–73. 3. C. M. Snelling: Waste product of the college, p. 74–83. 4. Otis Ashmore: Waste in education, p. 84–89. 5. W. T. Dumas: The conservation of pedagogic energy, p. 90–94. 6. What should be done in teaching domestic science in the cities of Georgia, p. 95–102. 7. Chief obstacles to successful supervision, p. 103–6.

Illinois state teachers' association and sections. Journal of proceedings of the fifty-eighth annual meeting, held at Springfield, Illinois, December 27–29, 1911. Springfield, Ill., Illinois state journal co., state printers, 1912. 237 p. 8° (Caroline Grote, secretary, Macomb, Ill.)

Contains: 1. H. B. Wilson: The meaning and significance of motivation in education, p. 94–100. 2. Mabel Carney: Country life and the country school, p. 103–9. 3. The ethical relations of the super-

intendent, or A code of ethics for superintendents, p. 116–20. 4. F. M. Leavitt: Vocational training—to what extent identical with education as a part of the child's life and a preparation for life, p. 120–24; Discussion, by G. P. Randle, p. 124–25. 5. C. A. Bennett: Vocational training—to what extent justifiable in public schools, p. 126–28. 6. W. H. Campbell: To what extent is vocational training possible and practical in the elementary schools? p. 128–32. 7. A. B. Wight: Elementary vocational training, p. 132–34. 8. H. A. Bone: Vocational training—how far justifiable in the public schools, p. 134–39. 9. H. A. Hollister: The correlation of high school and civic interests, p. 144–46. 10. Walter Libby: The socialization of the college, p. 147–53. 11. F. C. English: What shall be the standard for measuring college efficiency, or The efficient college and its place in our educational system? p. 156–61. 12. J. R. Bouton: Important principles of high school inspections in other state systems, p. 192–200. 13. S. D. Faris: Advantages of state inspection for the village high schools of Illinois, p. 201–3. 14. F. G. Blair: Advantages of state supervision from the state superintendent's point of view, p. 203–6. 15. W. B. Owen: Cooperation between home and school, p. 208–12. 16. David Felmley: How may a normal school faculty improve the quality of its teaching, p. 214–22.

Kentucky educational association. Proceedings . . . forty-first annual session, Louisville, Kentucky, June 25, 26, 27, 1912. Frankfort, Ky., Roberts printing co. [1912] 267 p. 8° (T. W. Vinson, secretary, Frankfort, Ky.)

Contains: 1. J. H. Risley: Report of the committee on extent of retardation in the schools of Kentucky, some causes and suggested remedies, p. 26–35. 2. M. A. Cassidy: Ethics of the profession, p. 36–42. 3. H. H. Cherry: The school as a civic, social, and industrial center, p. 51–56. 4. McHenry Rhoads: High school efficiency, p. 56–59. 5. T. J. Coates: The county school superintendent, p. 59–66. 6. W. L. Jayne: Vocational education in the rural schools, p. 67–72. 7. M. A. Cassidy: The reorganization of urban education, p. 104–9. 8. Edith S. Davis; The relation of education to temperance, p. 120–25. 9. Edward Morris; Prevention of tuberculosis in the schoolroom, p. 126–28. 10. Elizabeth Campbell: The teaching of social ethics, p. 132–37. 11. Jay O'Daniel: Some practical ways to increase attendance in rural schools, p. 188–90. 12. W. J. Grinstead: The Latin in English, p. 193–204. 13. H. O. Sluss: A rational basis for promotion, p. 215–19. 14. C. G. Hammond: Uniform system of reports for city schools, pupils, and teachers, p. 219–23. 15. W. H. Sugg: Ways and means of keeping boys in the high school, p. 224–29.

National conference on the education of backward, truant, delinquent and dependent children. Proceedings, Boston, Mass., June 5–7, 1911. Howard, R. I., Sockanosset school for boys. 150 p. 8° (Elmer L. Coffeen, secretary, Westboro, Mass.)

Contains: Meyer Bloomfield: Vocational guidance of youth, p. 83–85; Discussion, p. 85–89.

New England high school commercial teachers association. Report of the ninth annual convention . . . held at Simmons College, Boston, Mass., October 21, 1911. 34 p. 4° (W. O. Holden, secretary, Pawtucket, R. I.)

Contains: 1. A. J. Meredith: The professional and technical training of commercial teachers, p. 5–9. 2. W. A. Hawkins: Bread and butter education, p. 10–12. 3. A. E. Holmes: What a business man expects of his stenographer and bookkeeper, p. 13–19. 4. W. M. Cole: Some connotations of teaching for business, p. 20–24.

New Hampshire state teachers' association. Proceedings . . . fifty-eighth annual meeting, held in Concord, N. H., October 20 and 21, 1911. [Concord, N. H., I. C. Evans co., printers, 1912?] 70p. 8° (Elsie D. Fairbanks, Manchester, N. H.)

Contains: 1. A. E. Winship: Modern educational problems, p. 15–17. 2. C. H. Judd: The scientific study of education, p. 18–20. 3. C. H. Judd: Practical and theoretical education, p. 21–22. 4. B. T. Washington: Education and its influence in the solution of the race problem, p. 23–26. 5. H. W. Holmes: Proposals for connecting the kindergarten and the primary school, p. 31–34. 6. Richard Whoriskey: Enthusiasm in the teaching of modern languages, p. 45–52.

North Dakota educational association. Proceedings, twenty-fifth annual session . . . held at Fargo, November 1, 2 and 3, 1911. Fargo, N. D., Knight printing company, 1911. 372 p. 8° (Clyde R. Travis, secretary, Mayville, N. D.)

Contains: 1. N. C. Macdonald: A square deal for the country boy, p. 65–78. 2. J. M. Stevens: The one-room rural school, p. 85–89. 3. Jennie L. Hall: The high school a social unit, p. 90–95. 4. J. W. Riley: The rural school as a community center, p. 96–100. 5. J. H. Worst: Scientific management in North Dakota education, p. 116–21. 6. P. G. Knowlton: Class education vs. popular education, p. 122–30. 7. F. B. Taylor: The place of the small college in our educational system, p. 148–52. 8. F. L. Whitney: The high school a social unit, p. 162–70. 9. Peter Anderson: The care of the retarded and the precocious pupils, p. 177–82. 10. Minnie J. Nielson: The school as the social center, p. 207–14. 11. G. W. Randlett: The problem of the American rural school, p. 220–23. 12. W. W. Norton: Music in our colleges and universities, p. 307–11. 13. J. H. Worst: Weight that should be given elementary agriculture in the public schools, p. 363–69.

Ohio college association. Transactions of the forty-second annual meeting . . . held at Columbus, Ohio, December 26 and 27, 1911. Columbus, Ohio, The Champlin press [1912] 111 p. 8° (E. A. Miller, secretary, Oberlin college, Oberlin, Ohio)

Contains: 1. C. N. Cole: The effort at Oberlin for college efficiency, p. 18–27. 2. H. E. Bourne: Notes upon the report entitled "Present problems of instruction in the University of Chicago," p. 28–30. 3. L. G. Westgate: Efficiency and the college faculty, p. 31–39. 4. F. C. Kirkendall: How can the college help the high school? p. 56–68. 5. R. M. Hughes: How can the high school help the college? p. 69–75.

Texas state teachers' association. Proceedings and addresses . . . thirty-third annual session, December 27, 28 and 29, 1911, Waco, Texas. Cleburne, Texas, Enterprise print [1912] 335 p. 8° (T. D. Brooks, secretary, Hillsboro, Texas)

Contains: 1. Thomas Fletcher: The supply of teachers in Texas high schools, p. 3–9. 2. E. V. White: The supply and demand of rural teachers, p. 13–21. 3. W. A. Eddins: The demand and supply of rural teachers, p. 21–28. 4. F. E. Smith: The demand for and supply of teachers for the grades of our city schools, p. 28–35. 5. G. H. Carpenter: The demand for and supply of teachers for the grades of our city schools—discussion, p. 35–39. 6. W. B. Bizzell: Preparation of teachers for industrial positions, p. 59–66. 7. J. F. Kimball: The possibilities of the apprenticeship system of training teachers, p. 81–92. 8. W. M. W. Splawn: What is being done by private and denominational schools, p. 104–9. 9. Frederick Eby: What the University of Texas is doing for the training of teachers, p. 112–22; Discussion by A. J. Robinson, p. 122–25. 10. S. M. N. Marrs: The training of teachers through the medium of the secondary school, p. 127–33. 11. L. H. Hubbard: The summer normals, p. 145–49. 12. W. F. Doughty: The measurement of the teacher's efficiency, p. 179–84. 13. Domestic science and manual training. Their place and scope in the course of study of the rural high school and of the high schools of the smaller towns, p. 211–18. 14. Cora B. Weimar: Domestic science methods and courses of study in elementary and secondary schools, p. 295–305.

——— Report of the Committee on educational progress within the state during the scholastic years from Sept. 1, 1909, to August 31, 1910. Cleburne, Texas, Enterprise print, 1911. 102 p. 8°

West Virginia education association. Proceedings of the forty-first annual session . . . held in Bluefield, W. Va., June, 1911. Huntington, The Advertiser job print, 1912. 125 p. 8° (C. R. Murray, secretary, Williamson, W. Va.)

Contains: 1. G. M. Evans: Duty of the city school with reference to industrial training, p. 30–35. 2. W. C. Morton: The duty of the small town with reference to industrial education, p. 35–38. 3. A. W. Nolan: The duty of the rural school with reference to industrial education, p. 39–42. 4. L. J. Hanifan: A rational course of study for the rural elementary schools, p. 54–58. 5. T. H. Winters: Industrial training in rural and elementary schools, p. 59–66. 6. H. L. White: Industrial training in rural and elementary schools, p. 66–70. 7. Rachel H. Colwell: The application of the household arts, p. 94–98. 8. J. H. Patterson: The place of the high school in the rural community, p. 113–15.

ARTICLES IN PERIODICALS.

Abbott, Allan. To beginners in English teaching. English journal, 1: 419–24, September, 1912.

"Given before a group of prospective teachers of English at Mount Holyoke college, April 10, 1912." Discusses four fundamental elements of success in the teaching of English.

Alderman, L. R. School credit for home work. Nebraska teacher, 15: 104–7, September, 1912.

Gives "A plan for industrial work that is creating a decided interest all over this country. It is a novel idea, but it is a good idea."

Alexander, Alice. Some phases in English teaching. Educator-journal, 13: 3–11, September, 1912.

Anderson, Meta L. By-products of the schools. Educational foundations, 24: 67–76, October, 1912.

Discusses feeble-minded children as one of the waste-products of the school.

Armstrong, A. C. Changes in the German universities. Science, n. s. 36: 440–43, October 4, 1912.

"Throughout Germany progress has been made in adapting the conditions of study to the standards of the times."

Gives statistics of matriculates from America.

Baege, F. P. Zwei ausländische beeinflüsser der deutschen schulreform. Neue bahnen, 23: 548–54, September, 1912.

A sympathetic discussion of the influence of Tolstoi and John Dewey in German educational reform.

Birch, Arthur C. Science and elementary teachers. Westminster review, 178: 302–7, September, 1912.

Bowen, William P. The moral value of play. Western journal of education, 5: 309–15, September, 1912.

President's address to the Department of physical education of the National education association, Chicago, July 12, 1912.

Discusses the moral effect of habits of play upon the individual and the nation, urging the reform of our play habits as a necessity for moral advancement. The first and greatest step in this direction is in the early teaching of the child regarding the best forms of play-activities.

Bradford, Mary D. The kindergarten and its relation to retardation. Wisconsin journal of education, 44: 187–90, September, 1912.

Read before the Kindergarten section of the National educational association, Chicago, July 11, 1912.

Also in Kindergarten primary magazine, 25: 39–41, October, 1912.

The results of an investigation of the schools of Kenosha, Wisconsin, with the object of helping and insuring the progress of children in the school.

Bray, W. J. The function of chemistry in the modern high school. School science and mathematics, 12: 572–78, October, 1912.

A strong plea for the teaching of chemistry in the high school as a practical subject, showing its relation to problems of every day life rather than its technical value as a science. This paper was read before the Science section of the Missouri society of science and mathematics teachers, November 9, 1911.

Breslich, Ernst R. Teaching high-school pupils how to study. School review. 20: 505–15, October, 1912.

"Throughout this experiment it was the first aim of the writer so to improve upon his method of teaching as to make the pupil better able to study independently."

Bulluck, Ernest S. The prevention of tuberculosis in school children. Normal instructor, 21: 31–42, October, 1912.

Gives suggestions for the prevention of tuberculosis that are within the means of the poorest school district.

Burrows, Herbert. Spontaneous education: the Montessori method. Contemporary review, 102: 328–37, September, 1912.

A thoughtful and appreciative article on the Montessori system.

Call, Arthur Deerin. The specialized or vocational vs. the composite high school. American school board journal, 45: 8–9, October, 1912.

"Mr Call summarizes, simply and completely, a problem which is nearing solution. This paper, which was read during the Chicago meeting of the National education association, is a concise statement of the case and defines the situation which confronts us to-day."

Can the essentials of religious faith and practice be taught in the public schools of the United States for the good of the country, without violating the spirit of the Constitution and without justifying antagonism from religious sects? Educational foundations, 24: 44–47, 110–14, September, October, 1912.

Chancellor, William Estabrook. The small college: has it a norm of size? Journal of education, 76: 255–56, September 12, 1912.

"Intensive article on the small college from the vigorous and vitalizing pen of Dr. William Estabrook Chancellor."—Editor's note.

Cipriani, Charlotte J. The use of phonetics and the phonograph in the teaching of elementary French. School review, 20: 516–25, October, 1912.

Experiments tried by the author in the French and German department at Ottawa university 1905. Commends the use of the phonograph as a valuable adjunct in teaching French.

Clarke, J. R. Agriculture in the course of study and in the daily program of our schools. Ohio educational monthly, 61: 476–81, September, 1912.

Gives a daily program for a school of eight grades, so arranged as to include time for agriculture and nature-study.

Dabney, Charles W. The rural school as a center of country life. American educational review, 33: 643–45, September, 1912.

Davis, C. O. The history, organization, and administration of the teachers' appointment office of the University of Michigan. School review, 20: 532–58, October, 1912.

Describes the agencies of the university for securing fitting vocational positions for its students in the various walks of life.

Davis, Jessie. The benefits of the kindergarten as a social center. Kindergarten review, 23: 114–18, October, 1912.

"This essay won the first prize offered by the National kindergarten association for articles on the benefits of the kindergarten."

De Montmorency, James Edward G. Rewards and punishments in education. Journal of education (London) 44: 639–42, September 2, 1912.

"This question of rewards and punishments in education is, as Locke says, 'the great secret of education.' If it be solved, we have solved the meaning of the word discipline, and all that discipline means in the lives of men and women, both in their relation to one another and in their relation to God." Every teacher must analyse the meaning of discipline and awaken the sense of right or wrong in each child. The author gives a brief outline of the historical development of this question and discusses in detail the problem of rewards and punishments.

Deyoe, Albert M. Problems of country life. Journal of education, 76: 285–86, September 19, 1912.

Address before the Iowa state teachers' association.

——— The school as an efficient factor in the educational, social, and recreational activities of the community. Midland schools, 27: 46–48, October, 1912.

Doerner, Celia. "Is the public school a failure?" Journal of education, 76: 343–44, October 3, 1912.

Demonstrates that Miss Lynch in her article in the Ladies' home journal for August, 1912, entitled "Is the public school a failure?" is utterly at fault in her attempt to draw certain conclusions from the statistical reports which lie at the basis of her arraignment.

The education of the prince: the expression of a theory and a pious hope. World's work (London) 20: 360–69, September, 1912.

An illustrated article describing the education of the young Prince of Wales.

Ellerton, Mary. Conservation in the schoolroom. Primary education, 20:449–52, October, 1912.

Discusses the conservation of energy, time, and material in the schoolroom.

Fairchild, Milton. Moral education in public schools. American education, 16:21–22, September, 1912.

Faison, E. B. Rural extension work. Improving sanitary conditions of the home and increasing attendance under compulsory education law are among the big school problems. Atlantic educational journal, 8:18–20, September, 1912.

Fee, Ira B. Business course for high schools of smaller cities. American school board journal, 45:15, October, 1912.

"Never in the history of commercial or business courses in high schools have such radical changes been effected as were witnessed during the past four weeks. The course of study proposed by Superintendent Fee is therefore most timely, and should suggest valuable material as a basis for future changes in this direction."

Finlay-Johnson, Harriet. The dramatic method of teaching. Chamber's journal (London) 2:589–92, September, 1912.

A plea for the dramatic and imaginative in early education.

Fishpaw, Clara Brooks. The training of rural teachers. Education, 33:79–83, October, 1912.

Writer contends that the rural school has too long served as a sort of training for the inexperienced and unprepared teacher. Shows what has been accomplished in Michigan and Wisconsin in training teachers for rural-school work.

Fordyce, Charles. College ethics. Education, 33:71–78, October, 1911.

Writer thinks that the ultimate solution of the problem lies with the faculty itself. Discusses the subject of college ethics from different viewpoints.

Greenwood, J. M. The monuments and the achievements of fifty years. American education, 16:12–16, September, 1912.

Historical survey of the National education association of the United States.

Gregg, F. M. Social hygiene. Education, 33:100–4, October, 1912.

Contends that the problem of social hygiene in the schools generally is "the problem of so directing the association of the sexes as to suppress familiarity and to develop becoming modesty."

Gulick, Luther H. The Camp-fire girls of America. Child (London) 2:1020–25, September, 1912.

Hall, Edith Rockwell. Should we have pay public schools in America? Journal of education, 76:313–14, September 26, 1912.

A discussion of G. H. F. Schrader's plea for "Pay public schools in America."

Henderson, Charles R. To help the helpless child. World's work, 24:627–30, October, 1912.

Treats of various phases of the child-welfare question; reformatory and industrial schools, etc.

Hodgman, T. Morey. Functional changes in the college. Educational review, 44:240–48, October, 1912.

"The changes in the aim and function of both high school and college require a modification in college entrance methods."

Horwood, A. R. The ideal of education, as applied to nature study. Westminster review, 178:331–35, September, 1912.

Shows the value of scientific museums as an adjunct in nature study.

Hughes, Richard C. The church and the college student. Religious education, 7:392–97, October, 1912.

Presents especially religious conditions in state universities and the system of student pastors.

Jackson, Edward. Normal teaching regarding sex. Colorado school journal, 28:14–16, September, 1912.

James, Edmund J. A national university. American educational review, 33: 651–53, September, 1912.

"An address before the National education association in Chicago."

Jesinghaus, Carl. Wilhelm Wundts pädagogische und schulpolitische anschauungen. Zeitschrift für pädagogische psychologie, 13: 449–56, September, 1912.

Interesting for its attitude toward higher education. Discusses: The ultimate aim of education—uman and national culture; natural science, civics and history, the three pillars of national education; unity of the school, involving higher institutions built upon public schools.

Kindergartens invaluable. Journal of education, 76: 316–19, 327–28, September 26, 1912.

A symposium. The replies received from letters sent to a few prominent people representing various shades of interests, but all persons of wide and valuable experience.

King, Charles A. Pre-vocational training. Education, 33: 105–8, October, 1912.

Argues that a system of vocational instruction should include training of both sexes, and makes provision for students between 14 and 16 years of age.

Kolrep, H. Amerikanische fibeln. Pädagogische zeitung, 41: 753–56, September 26, 1912.

A critical discussion of the principles and methods of what the author terms "the three best American readers of their kind:" Burchill's The progressive road to reading; the McCloskey primer; and Holbrook's The Hiawatha primer.

Krumbholz, P. Karl Friedrich Horns reise zu Pestalozzi im jahre 1819. Zeitschrift für geschichte der erziehung und des unterrichts, 2: 25–47, erstes heft, 1912.

Contains interesting material on Pestalozzi.

Kschischo, P. *and* **Flaig, J.** Alcohol und schule. Zeitschrift für schulgesundheitspflege, 25: 665–92, October, 1912.

Two important articles concerning the educational movement against alcohol now going on in the German schools. Give results of recent investigations of juvenile drinkers and are also valuable for bibliographical notices of recent German material on the question.

Lansing, Marion Florence. Seventy-five years of higher education for women. Outlook, 102: 360–65, October 19, 1912.

Lasalle, Mary A. The special transfer class at the Newton technical high school. Education, 33: 109–12, October, 1912.
Treats of retardation.

Leatherman, Minnie W. Debating in high schools and colleges. North Carolina education, 7: 5–6, October, 1912.

Leavitt, Frank M. The need, purpose, and possibilities of industrial education in the elementary school. Elementary school teacher, 13: 80–90, October, 1912.
Contends that elementary industrial work will be most effective when conducted under the direction of the manual-training authorities.

Lyon, E. P. The migration of students. Science, n. s. 36: 533–43, October 25, 1912.
Classifies migrating students as follows: (1) Good students who come from "good" schools; (2) Poor and doubtful students who come from "good" schools; (3) Students who come from "poor" schools. The author says: "Whatever be their reason for changing, provided it is honorable, the good students who come from good schools should be accepted on the basis of equivalence of discipline, rather than exact equality of subject matter."

M., E. S. A father to his freshman son. Atlantic monthly, 110: 441–46, October, 1912.

Maxwell, William H. School achievements in New York. Educational review, 44: 275–309, October, 1912.
Describes improvements in the public schools of Greater New York since the consolidation of New York, Brooklyn, and other communities in 1898.

Miller, G. A. M. Henri Poincaré. Science, n. s. 36: 425–29, October 4, 1912.
An appreciation of the career of the famous mathematician of France.

Morrison, Adelbert H. Mathematics in the elementary schools. School science and mathematics, 12: 593–605, October, 1912.
This paper read before the Association of mathematical teachers in New England, February 3, 1912, suggests considerable modifications in the present elementary school course in mathematics. The writer advocates a lessening of the time devoted to written work, thereby increasing the amount of time for oral training. Gives in detail the content of such a course.

Mühlhoff, Kathe. The *schullehrerin* in Prussia. Educational review, 44: 234–39, October, 1912.

Otis, Arthur S. *and* **Davidson, Percy E.** The reliability of standard scores in adding ability. Elementary school teacher, 13: 91–105, October, 1912.
Gives facsimiles of printed blanks for making the Courtis test no. 1. Experiments were made with 270 eighth-grade children in the eight larger grammar schools of San Jose, California.

Palmer, Luella A. Montessori and Froebelian materials and methods. Elementary school teacher, 13: 66–79, October, 1912.
Discusses the possible combination of Montessori and Froebelian materials and methods as suggested by Dr. Holmes in his introduction to Dr. Montessori's book.

Pillsbury, W. B. Rousseau's contribution to psychology, philosophy and education. Popular science monthly, 81: 331–35, October, 1912.
The author says it is to Rousseau that we owe our vocational units, the doctrine of interest, etc.

Price, Richard R. The University of Kansas. Twentieth century magazine, 6: 3–12, October, 1912.
An illustrated article describing the work and activities of the University of Kansas.

Price, William R. Aims and methods in modern language instruction. Educational review, 44: 257–74, October, 1912.
Discusses the advantages of making the conversation center in and revolve about the texts.

Prince, John T. Moral training in public schools. Education, 33: 65–70, October, 1912.
Lays emphasis on the social life of the school as affording a direct means of character building.

Redon, M. E. The life of a little college. University magazine (Montreal, Canada 11: 377–98, October, 1912.

Report of the Commission appointed in 1911 to investigate the preparation of religious leaders in universities and colleges. Religious education, 7: 329–48, October, 1912.

Salviris, Jacob. The intellectual death. University magazine (Montreal, Canada) 11:350–76, October, 1912.

Cramming pupils with promiscuous masses of information results in their losing the sense of what they really like.

Schafer, Joseph. Who should go to college and why. American review of reviews, 46:474–80, October, 1912.

The author declares that the colleges of the United States, with some honorable exceptions, are "receiving young men and graduating them in masses without applying an adequate test of fitness to the individual at any point in his college career."

The school of journalism of Columbia university. Science, n. s. 36:470–72, October, 11, 1912.

Selden, Frank Henry. The educational side of the schoolshop problem. American school board journal, 45:11, 49, October, 1912.

Concluded in November issue.

"This discussion, beginning with an excellent description of the evolutions of industry, will form an important contribution to the literature now being published on the subject."

Smith, William H. The black beast of every child's school life. Ladies' home journal, 29:7–8, October, 1912.

One of a series of articles under the general title: Is the public school a failure? Treats of the "pernicious habit" of examinations.

Squire, Carrie Ransom. Graded mental tests. Part I. Attention, perception, comprehension, and memory. Journal of educational psychology, 3:363–80, September, 1912.

To be continued.

Stewart, Charles A. Appointment and promotion of college instructors. Educational review, 44:249–56, October, 1912.

Author argues that instructors should be paid primarily for teaching or directing teaching, and not for the prestige brought to the institution by their names.

Sykes, Marion. The problem of the pupil who fails. School science and mathematics, 12:585–92, October, 1912.

A brief discussion of some of the causes affecting the pupil who fails, such as ill health, bad habits, overcrowded classes, poor textbooks, etc., with suggestions for remedying such conditions.

Taylor, James M. College education for girls in America. Educational review, 44:217–33, October, 1912.

History of the higher education of girls, prior to the opening of Vassar college.

Taylor, John Adams. The evolution of college debating. Quarterly journal of the University of North Dakota, 3:30–46, October, 1912.

The author in this article aims "to stimulate a higher regard for college debating, and to indicate in what ways the twenty years have worked an evolution."

Tombo, Rudolf, jr. The geographical distribution of the student body at a number of universities and colleges. Science, n. s., 543–50, October 25, 1912.

Statistics of 24 American universities, 5 New England colleges for men, 5 colleges for women, 1 eastern and 1 western school of technology, and 1 Pennsylvania college and engineering school, for the academic year 1910–11, the summer session students being omitted in every instance.

Tressler, Jacob C. The efficiency of student correction of compositions. English journal, 1:405–11, September, 1912.

"This article is a condensation of a thesis prepared under the direction of Dr. E. L. Thorndike of Columbia University. Because of limited space, the data on which the conclusions are based have been entirely omitted."

Ward, Susan Hayes. Mount Holyoke college. Independent, 73:842–45, October 10, 1912.

Historical sketch of the college.

Washington, Booker T. The negro and illiteracy. Independent, 73:766–68, October 3, 1912.

Gives statistics based on the last Federal census. "The figures, just published, show that at the present time 69.5, practically 70 per cent, of the colored people of the United States can both read and write."

Whitney, Frank P. Equality and the schools. Education, 33:84–90, October, 1912.

Raises the question whether in the present zeal "for educating the submerged tenth we are doing our duty by that considerable fraction at the other end of our social and intellectual scale."

Wiener, William. Home-study reform. School review, 20:526–31, October, 1912.

"By the plan given, home study is minimized, and in the case of the brightest pupils even eliminated."

Wild, Laura H. Training for social efficiency. Education, 33:91–99, October, 1912.

Fifth article in a series. Treats of the relation of art, industry, and education.

Winship, A. E. "Is the public school a failure?" Journal of education, 76:341–43, October 3, 1912.

Discusses the article in the Ladies' home journal for August, 1912, entitled "Is our public school system proving an utter failure? It is; the most momentous failure in our American life to-day."

Deals "with a few of the more momentous misstatements."

Yearsley, Macleod. The prevention of deaf-mutism. Volta review, 14:348–35, 373, October, 1912.

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UNITED STATES BUREAU OF EDUCATION

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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS

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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

PUBLICATIONS OF ASSOCIATIONS.

American association to promote the teaching of speech to the deaf. Proceedings of the ninth summer meeting, Providence, R. I., June 25, 1912. Volta review, 14 :379–527, November 1912. (Harris Taylor, secretary, Volta Bureau, Washington, D. C.)

Contains: 1. A. L. E. Crouter: The organization and work of the American association to promote the teaching of speech to the deaf, p. 393–402. 2. Florence M. Clegg: A talk upon drawing and manual training, p. 417–20. 3. Arthur Holmes: The place and power of ideals in character-making, p. 421–27: 4. Harris Taylor: A course of study with relation to mental ability, p. 447–56. 5. A. C. Manning: Character development, p. 459–63. 6. F. H. Reiter: Religious training, p. 463–69. 7. W. E. Ranger: The public's children and civic progress, p. 479–85. 8. Jane S. Worcester: An experiment in school gardens, p. 487–93. 9. C. R. Byoir: The Montessori method, p. 510–13.

American library association. Papers and proceedings of the thirty-fourth annual meeting, held at Ottawa, Canada, June 26–July 2, 1912. Chicago, Ill., American library association, 1912. [55]–370 p. 4°. (*Its* Bulletin, vol. 6, no. 4, July 1912.)

Contains: 1. Committee on co-operation with the National education association: Report, p. 101. 2. Chalmers Hadley: What library schools can do for the profession, p. 147–51. Discussion, p. 151–58. 3. G. E. Vincent: Address, p. 170–81. 4. W. M. Hepburn: Library extension work of agricultural colleges, p. 213–16. 5. A. C. True: Suggestions as to a policy of administration of agricultural college and experiment station libraries, p. 216–22. 6. F. K. Walter: Teaching library use in normal and high schools, p. 255–60. 7. Mary E. Hall: Possibilities of the high school library, p. 260–68. 8. T. W. Koch: Some phases of the administrative history of college and university libraries, p. 268–75. 9. Willard Austen: Rights of the users of a college and university library and how to preserve them [abstract], p. 275–77. 10. J. C. M. Hanson: Some observations on the departmental library problem in universities, p. 280–92. 11. W. K. Jewett: The proportion of university library income which should be spent on administration, p. 292–94. 12. Josephine A. Rathbone: A projected normal course at Pratt institute school of library science, p. 297–300.

American society of superintendents of training schools for nurses. Proceedings of the eighteenth annual convention, held at Chicago, Illinois, June 3–5, 1912. Springfield, Mass., Thatcher art printery [1912] 265 p. 8°. (Jessie E. Catton, secretary, Springfield, Mass.)

Contains: 1. Mary J. Hurdley: How can training schools best co-operate with existing educational institutions? p. 26–30. Discussion, p. 30–40. 2. Mary E. Gladwin: The responsibility of trustees to the training school, p. 48–52. Discussion, p. 52–54. 3. Edna L. Foley: What can training schools do to meet the new demands upon nursing? p. 54–58. Discussion, p. 58–65. 4. Report on possibilities of co-operation between schools of nursing and high schools, p. 126–46. 5. Report of Committee on teaching in training schools, p. 146–61. 6. Mary C. Wheeler: Training school inspection, p. 240–44.

Michigan schoolmasters' club. Journal of the . . . forty-sixth meeting, held in Ann Arbor, March 29, 30, 31, April 1, 1911. Ann Arbor, Michigan, Published by the Club. 172 p. 8°. (L. P. Jocelyn, secretary-treasurer, Ann Arbor, Mich.)

Contains: 1. J. H. Ropes: The new Harvard entrance requirements, p. 2–12. 2. E. L. Miller: College entrance requirements from the viewpoint of the school, p. 13–22. 3. E. C. Warriner: University entrance requirements—from the viewpoint of the public, p. 23–33. 4. T. E. Rankin: The teacher of English composition, p. 39–44. 5. L. P. Jocelyn: Report of Committee on a uniform system of notation in mathematics and the sciences, p. 72–81. 6. E. C. Hartwell: The mission of the history teacher in furthering the peace movement, p. 82–86. 7. W. H. Hathaway: Industrial history in the high school, p. 87–90. 8. E. W. Yost: Agricultural courses in high school, p. 106–11. 9. Helen B. King: Status of biological teaching in our cities of 40,000 or more, p. 111–17. 10. J. B. Davis: Vocational guidance. A function of the public school and its application to the commercial department, p. 119–28. 11. J. W. Mitchell: Some essentials in the teaching of business law in high schools, p. 129–39.

Southern association of college women. Proceedings of ninth annual meeting, held at Nashville, Tenn., April 3–5, 1912. Part II. Raleigh, N. C., Commercial printing company [1912] 72 p. 8°. (Elizabeth A. Colton, secretary, Meredith college, Raleigh, N. C.)

Western drawing and manual training association. Proceedings of meeting held at Cincinnati, Ohio, May 1–4, 1912. [Bloomington, Ill., Pantagraph & Sta. co., 1912] 234 p. 8°. (Wilson H. Henderson, secretary, Hammond, Ind.)

Contains: 1. W. J. Bogan: Some problems of technical education, p. 29–37. 2. C. B. Connelley: The relation of the arts to industrial education, p. 38–41. 3. E. G. Cooley: Lessons from Germany for boys of high school age, p. 62–73. 4. Vocational and non-vocational suggestions for the art schools, p. 78–86. 5. I. S. Griffith: Suggested method of treatment for beginning design in teaching woodworking, p. 104–15. 6. A. C. Newell: What should be included in a course of instruction in architectural drawing for the high school? p. 116–28. 7. F. M. Leavitt: The need, purpose and possibility of industrial training in elementary schools, p. 148–63.

Wisconsin teachers' association. Proceedings of the fifty-ninth annual session . . . held at Milwaukee, November 9 to 11, 1911. Madison, Wis., Democrat printing company, state printer, 1912. 185 p. 8°. (Katherine R. Williams, secretary, Milwaukee, Wis.)

Contains: 1. H. W. Kircher: Accounting in public schools, p. 14–17. 2. W. L. Pieplow: [Broader use of public school buildings], p. 17–22. 3. L. H. Bailey: What the city high school can do for country life, p. 26–29. 4. A point of view on the country-life situation, p. 29–33. 5. H. G. Gale: Means of increasing efficiency of physics in high school, p. 34–45. 6. F. G. Blair: Waste in education, p. 105–7. 7. H. L. Russell: The development of agricultural teaching in Wisconsin schools, p. 107–9. 8. F. W. Johnson: Social organization of the high school, p. 124–26. 9. F. E. McGovern: Address of welcome, p. 129–34. 10. C. C. Parlin: Optimism, inspiration and constructive suggestion, p. 134–39. 11. W. G. Frost: Educational pioneering in the Southern mountains, p. 172–77.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

A comparison of urban and rural common-school statistics, by Harlan Updegraff and William R. Hood. Washington, 1912. 31 p. 8°. (Bulletin, 1912, no. 21) [493]

Public and private high schools, prepared by the Statistical division of the Bureau of education. Washington, 1912. 375 p. 8°. (Bulletin, 1912, no. 22) [494]

Special collections in libraries in the United States, by W. Dawson Johnston, librarian of Columbia university, and Isadore G. Mudge. Washington, 1912. 140 p. 8°. (Bulletin, 1912, no. 23) [495]

Constitutes a directory by classes of special collections in American libraries.

Current educational topics. No. III. Washington, 1912. 25 p. 8°. (Bulletin, 1912, no. 24) [496]

CONTENTS: I. The duty of the state in the medical inspection of schools; results which the public may rightfully expect, by F. B. Dresslar. II. Health problems in education, by Thomas D. Wood. III. Sanitation in rural communities, by Charles E. North.

List of publications of the United States Bureau of education available for free distribution, September, 1912. Washington, 1912. 37 p. 8°. (Bulletin, 1912, no. 25) [497]

Bibliography of child study for the years 1910–1911. Compiled by Clark university library, Worcester, Mass. Washington, 1912. 90 p. 8° (Bulletin, 1912, no. 26) [498]

Statement of the Commissioner of education to the Secretary of the interior for the fiscal year ended June 30, 1912. Washington, 1912. 18 p. 8°. [499]

History of public school education in Arkansas, by Stephen B. Weeks. Washington, 1912. 131 p. 8°. (Bulletin, 1912, no. 27) [500]

BOOKS, PAMPHLETS, PERIODICAL ARTICLES.

GENERAL REFERENCE WORKS.

L'année pédagogique, publiée par L. Cellérier et L. Dugas. Première année, 1911. Paris, F. Alcan, 1912. viii, 487 p. 8°.

CONTENTS: 1. E. Boutroux: L'école et la vie, p. 1–12. 2. L. Cellérier: Idéal et éducation, p. 13–26. 3. L. Dugas: La sympathie dans l'éducation, p. 27–58. 4. L. Cellérier: Étude psychologique des méthodes d'enseignement, p. 59–72. 5. L'enseignement primaire, p. 73–82. 6. Bibliographie pédagogique de l'année 1911, p. 85–480.

The bibliography forms a classified and annotated survey for 1911 of the educational literature of both America and Europe.

A cyclopedia of education, ed. by Paul Monroe. Volume 3. Gai–Lib. New York, The Macmillan company, 1912. xi, 682 p. illus. 4°.

EDUCATIONAL HISTORY.

Degert, A. Histoire des séminaires français jusqu'à la révolution. Paris, G. Beauchesne & cie., 1912. 2 v. 12°.

Escott, T. H. S. The young idea 'twixt Square and Thwackum. Fortnightly review, n. s. 92: 675–89, October 1912.

A discussion of education in the 18th and 19th centuries through the medium of the novels of manners, such as the works of Fielding, Yonge, Maria Edgeworth, Jane Austin, etc.

Gebhardt, Martin. Die geschichte der mathematik im mathematischen unterrichte der höheren schulen Deutschlands. Leipzig und Berlin, B. G. Teubner, 1912. vii, 157 p. 8°. (Abhandlungen über den mathematischen unterricht in Deutschland veranlasst durch die Internationale mathematische unterrichtskommission. bd. III. hft. 6)

"Literaturverzeichnis": p. 132–153.

Peter, Joseph. L'enseignement secondaire dans le département du Nord pendant la révolution 1789–1802. Lille, Giard, 1912. 192 p. 8°.

Robbins, Charles Leonidas. Teachers in Germany in the sixteenth century; conditions in Protestant elementary and secondary schools. New York city, Teachers college, Columbia university, 1912. 126 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 52)

Bibliography: p. [123]–126.

Walsh, James J. Modern progress and history. Addresses on various academic occasions. New York, Fordham university press, 1912. 436 p. 8°.

"Practically all the addresses published in this volume are in contradiction with the very prevalent impression that what we are doing in this generation is new and that, to a great extent, the problems that we are engaged in solving never presented themselves in the same way to humanity before." Among the subjects treated are the following: Problems old and new in education, p. 3–42; The story of postgraduate work, p. 299–337; Facts and truths in education, p. 341–78.

PRESENT SITUATION.

Denny, George H. Some criticisms of popular education. Educational exchange, 27: 9–12, November 1912.

"Address delivered before the Department of town and city superintendents, Birmingham, Ala., October 11, 1912."

A cursory review of some of the facts connected with the criticisms of our public schools that are most generally current.

Is the public school a failure? Is the Ladies' home journal right when it says that it is? Ladies' home journal, 29: 9, November 1912.

Last article of a series. Terse judgments of a number of educators given.

Womack, J. P. Is the public school a failure? A review. Journal of education, 76: 426–28, October 24, 1912.

Review of the article by Ella Frances Lynch in the Ladies' home journal for August 1912.

EDUCATIONAL BIOGRAPHY.

Arnold, Frank R. Bicentenary view points of Rousseau. Education, 33 : 135–37, November 1912.

Keeler, Harriet Louise. The life of Adelia A. Field Johnston who served Oberlin college for thirty-seven years. [Cleveland, Ohio, The Britton printing co., 1912] 254 p. illus. 8°.

Maxwell, William H. A quarter century of public school development . . . with an introduction by Nicholas Murray Butler. Collected by the Committee on the celebration of the twenty-fifth anniversary of Dr. Maxwell's superintendency. New York, Cincinnati [etc.] American book company [1912] xii, 417 p. front. (port.) 12°.

PEDAGOGICS AND DIDACTICS.

Blanco y Sanchez, Rufino. Pedagogia. I. Teoria de la educacion. II. Teoria de la enseñanza—El niño y sus educadores. Madrid, Imp. de la Revista de archivos, 1912. 2 v. 12°.

Charters, Werrett W. Methods of teaching. Their basis and statement developed from a functional standpoint. Revised and enlarged. Chicago, Row, Peterson & company [1912] 444 p. 12°.

Constantius, *Brother.* The recitation: its nature, scope, and principles. Catholic educational review, 4: 336–52, October 1912.

"Read before the Catholic educational association, Pittsburg, 1912."

Dinsmore, John Wirt. The training of children. A book for young teachers. New York, Cincinnati [etc.] American book company [1912] 336 p. 12°.

A work on the development and training of the mind, for country and village teachers, containing the essential facts of psychology plainly and simply expressed.

Judd, Charles H. Studies in principles of education. Elementary school teacher, 13: 146–53, November 1912.

Number six of a series of articles. Deals with the Initiative or the discovery of problems.

Klapper, Paul. Principles of educational practice. New York, D. Appleton and company, 1912. 485 p. 8°.

Lay, W. August. Experimentelle pädagogik, mit besonderer rücksicht auf die erziehung durch die tat. 2., verb. und verm. aufl. Leipzig, B. G. Teubner, 1912. vii, 137 p. illus. 12°. (Aus natur und geisteswelt. 224. bdchen.)

Neutralité et monopole de l'enseignement, suivi de L'état actuel de l'enseignement du latin; leçons professées à l'École des hautes études sociales, par MM. V. Basch, E. Blum, A. Croiset, G. Lanson, D. Parodi, Th. Reinach et par MM. F. Lévy-Wogue et R. Pichon. Paris, F. Alcan, 1912. 312 p. 8°. (*On cover:* Bibliothèque générale des sciences sociales)

CONTENTS.—Avant-propos.—1. *ptie.* Neutralité et monopole de l'enseignement. I. Introduction, Le monopole de l'enseignement, par A. Croiset. II. Droit de l'état, de la famille et de l'enfant, par D. Parodi. III. La liberté et le monopole, par V. Baseh. IV. La neutralité scolaire, par G. Lanson. V. L'enseignement secondaire, par Th. Reinach. VI. Comment abroger la loi Falloux, l'article 63, par L. Blum.—2. *ptie.* L'état actuel de l'enseignement du latin. I. Le latin dans les études secondaires, par F. Lévy-Wogue. II. Le latin dans la formation des futurs professeurs, par R. Pichon.

EDUCATIONAL PSYCHOLOGY.

Berry, Charles Scott. A comparison of the Binet tests of 1908 and 1911. Journal of educational psychology, 3: 444–51, October 1912.

"The extensive use of the Binet tests of intelligence published in 1908 has brought to light defects in this measuring scale. To correct these defects Professor Binet published in 1911 a revision of the 1908 series of tests." The tests as revised are given in this article.

Squire, Carrie Ransom. Graded mental tests. Part II. Association, construction and invention. Journal of educational psychology, 3: 430–43, October 1912.

Concluded in November number.

Part I appeared in September number.

SPECIAL METHODS OF INSTRUCTION.

Bullock, *Mrs.* **H. Hammond.** The Montessori method—self education. Primary plans, 10: 9–10, 39–40, November 1912.

"Mrs. Bullock has lately returned from Italy, and is opening a Montessori school in Worcester, Mass., and will give lectures in Worcester, Boston, and elsewhere during the winter."

Elsson, Jay P. What really is the Montessori method? Ladies' home journal, 29: 30, November 1912.

Author says that kindergartens will have much to unlearn before undertaking the Montessori method, because "they must avoid stimulating the child's imagination and let it wake of its own motion."

Finlay-Johnson, Harriet. The dramatic method of teaching, ed. by Ellen M. Cyr. Boston, New York [etc.] Ginn and company [1912] xii, 199 p. illus. 12°.

This book, originally published in London, has now been edited for the inspiration and guidance of the teachers in America, from the experiences of the author. Illustrations from the dramatic work in the schools of New Haven, Conn., and Holyoke, Mass., have been added.

McMunigle, Mary G. Why Columbia university rejects the Montessori method. Pittsburgh school bulletin, 6: 1437–40, October 1912.

Concluded in November number.

Marsili, Evaristo. La educazione dei sensi; con prefazione di Bernardino Varisco. Città di Castello, S. Lapi, 1912. xii, 207 p. 12°.

Partridge, Emelyn Newcomb *and* **Partridge, George Everett.** Story-telling in school and home. A study in educational aesthetics. New York, Sturgis & Walton company, 1912. 323 p. illus. 12°.

"We offer two different, but related and mutually complementing points of view. One of us has undertaken to set down the results of a somewhat varied experience of story-telling . . . the other has attempted to supply what may be called the elements of a science of story-telling."—Pref.

Redding, Josephine. The motion picture in education. American school board journal, 45: 11–12, November 1912.

Claims that the teaching of literature, hygiene, physiology, history, geography and the natural sciences can be greatly helped by the motion picture machine. The first part of the article deals with the evolution of the machine.

Samuleit, Paul. Kino und kind. Archiv für pädagogik (formerly Der praktische schulmann) 1: 9–21, October 1912.

An excellent summary of the moving picture question from the international viewpoint, though the author is somewhat inclined to stress the unpleasant features. Affords a good starting point for an investigation of the cinematograph problem in education.

Further discussion of the author's ideas in Pädagogische zeitung, 41: 843–44, October 24, 1912.

Stevens, Ellen Yale. The Montessori method and the American kindergarten. McClure's magazine, 40: 77–82, November 1912.

Discusses the relative merits of the two systems. Declares that Dr. Montessori has gone deeper than Fröbel.

SPECIAL SUBJECTS OF CURRICULUM.

Beveridge, J. H. Efficiency in the business department of the high school. Midland schools, 27: 68–71, November 1912.

"Address delivered before the Business department of the National education association, Chicago, Ill., July 9, 1912."

"The purpose of this paper is to suggest a method of measuring the economic, social and ethical efficiency of the business department of the high school."

Bronk, Isabelle. Experiences of a non-native teacher of modern languages. Education, 33: 150–58, November 1912.

Advocates foreign residence for teachers of languages.

Cleaton, Sue Childs. Teaching how to study. Virginia journal of education, 6: 7–10, October 1912.

D'Ooge, Martin L. The study of Greek: a retrospect and prospect. Classical journal, 8: 50–59, November 1912.

Gives a general survey of classical teaching for the last half century.

DuBreuil, Alice Jouveau. Written composition in the high school. English journal, 1: 537–46, November 1912.

"Delivered before the Maryland state teachers' association at Braddock Heights, Md., June 26, 1912."

Elementary agriculture. Seventh and eighth grades. Pennsylvania school journal, 61: 169–74, October 1912.

Gives outlines for the teaching of elementary agriculture, including also some suggestive exercises.

Hughes, Helen S. English literature and the college freshman. School review, 20: 583–92, November 1912.

An investigation of the teaching of English in the high school and in the college, "in connection with the average general culture of the student body." Illustrated by graphic statistics.

Author thinks that the high schools are not doing all that might be expected of them in their teaching of English, particularly in the smaller towns of the Middle West.

Hurlbatt, Ethel. The teaching of hygiene in the public schools. American physical education review, 17: 525–33, October 1912.

"Read before the Public school society, at the National convention, Montreal, February 23, 1912."

McAndrew, William. "One remedy for education." World's work, 25: 72–79, November 1912.

Advocates the use of magazines of current events as textbooks in high schools.

Paxson, Susan. Hints for the Latin teacher. Classical journal, 8: 60–70, November 1912.

Sabin, Francis E. An exhibit in answer to the high school boy's question: "What's the use of Latin?" Virginia journal of education, 6: 5–7, October 1912.

Shepherd, John Wilkes. Some suggestions for the teaching of nature-study—I. Educational bi-monthly, 7: 74–85, October 1912.

Arranged by grades.

Smith, Eleanor M. Kindergarten music. Its relation to the subsequent development of children. Kindergarten review, 23: 144–49, November 1912.

"Address given at International kindergarten union convention, Des Moines, Iowa."

Works, George A. Applied botany. School science and mathematics, 12: 610–15, October 1912.

"This course in botany . . . here outlined . . . [is] the result of six years' use of the material in an effort to develop a course adapted to . . . a high school in a community . . . essentially rural."

RURAL EDUCATION.

Andrews, E. Benjamin. The crusade for the country school. Educational review, 44: 385–96, November 1912.

"Respect and reverence for rural life and affairs and the most ample references thereto should pervade all school texts and collateral books."

Dietrick, W. Q. Rural school equipment. Nebraska teacher, 15: 225–27, November 1912.

Treats of inside equipment, outside equipment, and playground apparatus.

Hoffman, Urias J., *and* Booth, W. S. The one-room country schools and village schools. Issued by the [Illinois] Department of public instruction. Springfield, Illinois state journal co., state printers, 1912. 105 p. illus., plans. 8°. (Circular no. 65)

Houston, D. F. The rural school a national failure. Southern workman, 41: 635–42, November 1912.

Address delivered at the Conference for education in the South, April 1912.

Lamkin, Uel W. The high school over a store. Missouri school journal, 29: 435–39, October 1912.

"Four families in Henry county by co-operating organized the Norris high school and brought the school to their children instead of sending their children away to school."

One hundred and thirty-one rural schools in thirteen Wisconsin counties. Extracts from results of field study reported to the Wisconsin state board of public affairs by the training school for public service. Journal of education, 76: 399–402, October 17, 1912.

Schmidt, C. C. The consolidation of rural schools in North Dakota. Grand Forks, N. D., University of North Dakota, 1912. 85 p. illus. 12°. (University of North Dakota. Departmental bulletins. Education, no. 3, October 1912)

"References": p. 84–85.

Shelby, T. H. The establishment and maintenance of rural high schools in Texas. Texas school journal, 30: 1–7, September 1912.

The need for high schools and the nature of the schools that the Department of education desires to establish in Texas.

Stowe, Lyman Beecher. Training city boys for country life. Outlook, 102: 537–41, 584–91, November 9, 16, 1912.

Describes the different agencies for training for farm life.

TEACHERS: TRAINING AND PROFESSIONAL STATUS.

Becht, J. George. Developing professional spirit among teachers. Journal of education, 76: 481–82, November 7, 1912.

Bole, S. James. The case of the American teacher. Western journal of education (Ypsilanti) 5: 399–406, November 1912.

"Partial review of Coffman's Social composition of the teaching population."

Class, P. Nachdenkliche teurungsberechnungen. Pädagogische zeitung, 41: 797–800, October 10, 1912.

Discusses the increased cost of living from the teacher's point of view. Contains valuable detailed comparisons.

Denver, Colo., Principals' association. The Sabbatical year. Colorado school journal, 28: 16–18, October 1912.

Gives some replies to a questionnaire sent to teachers who had been granted a Sabbatical leave of absence.

Holland, Ernest Otto. The Pennsylvania state normal schools and public school system. New York city, Teachers college, Columbia university, 1912. 94 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 55)

Miller, E. A. The organization of a college department of education. School review, 20: 613–22, November 1912.

Data regarding twenty-one institutions.

Sayre, Alfred V. Teachers' meetings. Teacher, 16: 263–64, November 1912.

HIGHER EDUCATION.

Blaisdell, Thomas C. The renaissance of the denominational college. Western journal of education (Ypsilanti) 5: 385–98, November 1912.

Address delivered at inauguration as president of Alma college, October 11, 1912.

Crossley, M. L. The function of a college education. Education, 33: 129–34, November 1912.

Argues that the college is not the place for specialization. This is the work of the graduate and trade schools.

Hill, David Spence. The need of practical cooperation of educational and of medical departments in modern universities. Science, n. s. 36: 647–59, November 15, 1912.

Author endeavors to show, first, "the present status of affiliation of schools or departments engaged respectively in the training of physicians and of teachers, and secondly, to present a plea for a more general and effective cooperation between medical and educational departments where the interchange is warranted by technical training and material resources in both departments."

Questionnaires were sent to medical colleges and to departments and schools of education. The responses are generalized by the writer.

Jastrow, Joseph. The administrative peril in education. Popular science monthly, 81: 495–515, November 1912.

A critical study of conditions in our colleges and universities.

Levermore, Charles H. A complete municipal university. North American review, 196: 705–13, November 1912.

Outlines a scheme for a municipal university—"a training for life and for every occupation in the community." Gives table of studies.

Simpson, J. D. Our small colleges. American educational review, 34: 51–52, October 1912.

Advocates giving the small college a chance, claiming that it is doing a great work and is not in the way of the larger schools.

Soule, Andrew MacNairn. The university ideal. [Athens, Ga., The McGregor company, printers, 1912] 20 p. 8°.

An address delivered at the University of Tennessee on the occasion of the dedication of the Oliver Perry temple pavilion, May 22, 1912.

Stratton, Clarence. How can the university be of more help to the secondary school? English journal, 1: 482–87, October 1912.

"Read before the Missouri society of teachers of English at Columbia, May 4, 1912."

By raising the standard of entrance requirements in English the university can be of most help to the high school.

Utsurikawa, Nenozo. The status of Japanese students in America past and present. Education, 33: 144–49, November 1912.

Gives number of students, with sketches of some of the notable graduates of American institutions.

Van Dyke, Paul. College life. A word to fathers who have not been to college, but whose sons want to go. Scribner's magazine, 52: 619–23, November 1912.

SCHOOL ADMINISTRATION.

Brandi, Hermann. Unterrichtsverwaltung und schulwesen in Preussen. Preussische jahrbücher, 150: 14–51, October 1912.

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Contains: I. Introductory, by W. W. Hobbs, p. 593–98. II. Report of subcommittee on home conditions, by E. D. Parsons, p. 598–605. III. Report of subcommittee on amusements and employment, by D. H. Holbrook, p. 605–9. IV. Corrective and preventive agencies, by W. H. Shephard, p. 609–12.

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